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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million.

There are a number of reasons for this. First, the world population has increased from 5 billion in 1987 to 6 billion in 1999, and is projected to reach 8 billion by 2025. Second, the world population is ageing, and the elderly are more likely to be undernourished. Third, the world population is becoming more urban, and urban populations are more likely to be undernourished. Fourth, the world population is becoming more mobile, and mobile populations are more likely to be undernourished.

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THE
Indiana School Journal:

PUBLISHED ON THE 15th OF EACH MONTH.

BY THE

IND., STATE TEACHERS' ASSOCIATION.

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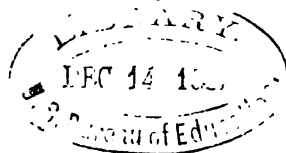
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THE INDIANA SCHOOL JOURNAL FOR 1861

This educational monthly, published under the patronage of the State Teachers' Association, will enter upon its sixth year with the Jan., No. 1861. A board of Associate Editors, and a Mathematical Editor are appointed by the Association.

It has been enlarged, and the style of type changed so that it contains nearly double the original amount of reading matter.

The School Journal is enlivened by a letter in each No. from a correspondent in Europe.

The School Journal is a good advertising medium, as its circulation is not confined to any part of the State. Our subscription list has grown rapidly during the year 1860. The Editor will spend considerable time visiting different parts of the State during the year 1861. Subscribers wanting places as teachers, or trustees wanting competent teachers, can use the Journal for making their wants known free of charge.

It will be sent to subscribers for one Dollar a year in advance. The subscription price can be sent by mail at our risk.

O. PHELPS,

Editor and Proprietor.

THE
Indiana School Journal.

VOL. V. INDIANAPOLIS, JAN., 1860. NO. 1.

STATE TEACHERS' ASSOCIATION.

The sixth annual session of the Indiana State Teachers' Association commenced Monday evening, Dec. 26th, 1859, in the Senate Chamber, at Indianapolis. Mr. E. P. Cole, of Bloomington, Indiana, Vice President, presiding :

On motion of Prof. Mills, the Association adjourned until 9 o'clock, A. M., Tuesday, in order to give the members an opportunity to hear the lecture of Dr. Boynton, before the City Irving Institute.

TUESDAY, DEC. 27TH.

The Association met, according to adjournment, at 9 o'clock, A. M., and was called to order by the President, Prof. Caleb Mills, of Wabash College. Prayer was offered by the Rev. S. B. Adams, of Moore's Hill; the Constitution was then read by the Secretary.

On motion, Mr. Bronson was appointed a committee to enroll the names of old members present, and obtain the names of new members.

On motion of Mr. Todd,

Resolved, That Editors of our city papers be invited to publish the transactions of the Association, and that facilities be furnished to the reporters of said papers for this purpose.

Resolved, That Ministers and other friends of education present, be invited to take part in the exercises of the Association.

VOL. V.—1.

On motion of Prof. Hoss, the Association took up the first question for discussion as presented by the Executive Committee: "What can be done in behalf of the Common School System."

This question was fully and ably discussed by Messrs. Hoss, May, Cole, Adams, Colegrove and Hielscher.

On motion of Mr. Hunter, the speakers were restricted to five minutes, each; after which, Messrs. Hunter, J. M. Olcott, Vater, Bronson and Mills continued the discussion.

In the course of the debate Mr. Hielscher presented several resolutions which, with the general subject, were referred to a committee to report in a series of resolutions to the Association. The committee consisted of Messrs. Hoss, Mills, and Hoyt.

AFTERNOON SESSION.

The Association met at 2 o'clock P. M., and was called to order by T. J. Vater, of Indianapolis, Vice President.

On request, Prof. Hoyt was excused from serving on committee of resolutions.

Mr. Hielscher was added to the committee.

Prof. M. J. Fletcher, by consent of the Association, made some appropriate and eloquent remarks in regard to the sudden death of Dana P. Colburn, Principal of the State Normal School of Rhode Island.

The Association then listened to the report of O. Phelps, resident Editor, in relation to the affairs of the School Journal.

The subject of the School Journal in general was referred to the following committee, Messrs. Mills, May, Vater, Vawter and Hunter.

On motion of Prof. Hoss, it was

Resolved, That the State Teachers' Association hold, for the time being, but one meeting a year.

Prof. Mills delivered his inaugural address at this hour in accordance with a previous vote. The lecture was listened to very attentively by the members and citizens; it was earnest, practical, and fearless.

A vote of thanks was returned to the speaker by the Association

The topics presented in the address were discussed by Messrs. Phelps, May, Vater, Hielscher, Brumbach, Vawter, Rugg and Mills.

MORNING SESSION, WEDNESDAY, 28TH.

The Association convened at 9 o'clock A. M., President Mills in the chair.

Prayer was offered by Prof. Hoss.

On motion of A. J. Vawter, Mr. Shortridge was appointed Secretary pro. tem.

On motion, a committee of the following gentlemen was appointed to nominate the officers for the Association, for the ensuing year, viz: Messrs. Colgrove, Hoss, Bronson, Vawter, and Fletcher.

The following committee was selected to nominate the Editors of the School Journal, viz: Vater, J. M. Olcott, May, Hoyt and Cole.

The committee to whom was referred the disposal of the School Journal, made a report, and advised the Association to accept the proposition of the present editor, O. Phelps, by which its entire financial affairs, and the duties of resident editor should be given to him, permanently, with certain restrictions the Association should suggest.

This report was referred to the Executive Committee.

At 10 o'clock A. M., the Association was favored with an address from Dr. Lathrop, President of the Indiana State University, on the subject, "Education, and Woman's rights in the matter."

On motion of Mr. May, the thanks of the Association were tendered to the lecturer for his address.

The Superintendent of Public Instruction, the Hon. Mr. Rugg being invited, made a statement of the educational prospects in the State.

A vote of thanks was given to Mr. Rugg, on motion of G. W. Bronson, for the valuable matter and important statistics presented, and he was invited to use space in the School Journal for official reports.

On motion, the committee selected to nominate officers for the Association, reported the following list of names:

President—E. P. Cole.

Vice Presidents—G. A. Irvin, T. B. Hoyt, Madison Evans, C. N. Todd, O. H. Smith, J. M. Olcott, and Z. Sturgus.

Recording Secretary—A. C. Shortridge.

Corresponding Secretary—G. W. Hoss.

Executive Committee—G. W. Hoss, S. T. Bowen, L. G. Hay, J. G. May, M. J. Fletcher, D. Kirkwood, G. W. Bronson.

Treasurer—S. T. Bowen.

On motion, the Association proceeded to the election of officers, which resulted in the choice of all above named.

The committee on Editors reported as follows.

Mathematical Editor, Daniel Kirkwood.

Associate Editors, R. C. Hobbs, James Colegrove, S. B. Adams, A. C. Shortridge, A. S. Lattimore, G. W. Hoss, J. G. May.

WEDNESDAY AFTERNOON.

The Association met at 2 o'clock P. M.

E. P. Cole in the Chair.

On motion of Mr. B. W. Smith, the following resolution, touching on the morning's election, was adopted.

Resolved, That the manner of electing officers followed to-day shall not be considered a precedent hereafter.

It was resolved that the annual meeting be held at Indianapolis.

The following question was discussed:

Is the catechetical method, in recitation, preferable to the topical?

Messrs. J. M. Olcott, O. H. Smith, Cole, Marsh, and Dr. Mott participated in the debate.

The following question was next presented:

Should the office of School Examiner be confined to practical teachers?

This question was ably discussed by Messrs. Thomas Olcott, B. W. Smith, and E. P. Cole.

The Executive Committee, to whom the subject of the disposal of the School Journal was referred, reported in favor of accepting the offer of O. Phelps.

After some remarks from Mr. Bowen and Mr. Phelps, the proposal was amended by providing that the Association pay its own debts up to date and retain its own funds. This was agreed to, and in this form was adopted by vote of the Association.

WEDNESDAY EVENING, DEC. 28TH.

The Association met at 7 o'clock, was called to order by Prof. M. J. Fletcher, Vice President.

The following resolution was offered by C. N. Todd :

Resolved, That the Executive Committee be instructed to employ but one, besides the President, to lecture before the Association at its next meeting.

The resolution was discussed by Messrs. Olcott, Hoss, Cole, Phelps, Todd and Colgrove, after which it was withdrawn, as, although the sentiment contained in the resolution seemed to be approved, it was thought best not to trammel the Executive Committee in this respect.

The following resolution, from Mr. Cole, was adopted :

Resolved, That in giving up to Mr. Phelps the entire pecuniary control of our School Journal, we do by no means feel ourselves absolved from active exertions in promoting its circulation, and we do hereby pledge ourselves to vigorous efforts in increasing its subscription list.

Mr. McKinley introduced the following :

Resolved, That the members of the Indiana State Teachers' Association, while they bow with submissive reverence to the dispensation of Divine Providence in calling from works to rewards, that distinguished pioneer and fellow-laborer in the cause of education, Horace Mann, take this occasion to express their profound respect for his character, and acknowledge their deep sense of gratitude for his eminent services.

The following resolutions were introduced by Chas. N. Todd, of the McLane Seminary, Indianapolis :

Resolved, That the Executive Committee be instructed to collect statistical information in regard to public and private

schools, seminaries and colleges, embracing all the educational institutions in our State, and report at the next annual meeting.

Resolved, That it is the duty of members of the Association, in various portions of the State, to communicate intelligence to the committee on the subject of the above resolution, or in reference to other matters connected with our educational system, or to suggest subjects of interest to be brought before the Association at its annual meetings.

Resolved, That the Executive Committee be instructed to issue and distribute, as early at least, as two months previous to the next annual meeting, a brief circular, stating the object of the Association, and inviting the attendance of all educators of the State, at our next annual meeting, and soliciting their sympathy and co-operation in its plans and measures.

Mr. Todd supported his resolutions with the following observations:

I wish to offer a few remarks in support of the resolutions which I have submitted. The *first* would supply a deficiency which has been felt in regard to full and ample statistical information on the subject of educational matters among us. Our State Superintendent gives us the figures so far as regards our public schools. These are valuable, but they do not cover the whole ground. Our private schools, seminaries and colleges are not embraced in these published reports, and their history is never before the public, except in an isolated or disconnected form. In order to form a correct estimate of the state of things, we need facts pertaining to all our schools and institutions of learning.

It is proper for the Executive Committee, so far as it may be practicable, to gather up this information, and the *second* resolution makes the members of the Association, in part, responsible for furnishing aid to the committee. Each member, by a little time and effort, might procure many facts which would lessen the labors of the committee and render very essential service. Every one should feel an obligation resting on him to aid in this matter. It is well for members to make suggestions respecting matters to be brought before the Association. It does not become us to dictate what course

the committee shall pursue, but to bring subjects to their notice by way of suggestions, and leave them to act discretionarily. As a member of that committee, I have felt much embarrassed in preparing business for the Association, because there was nothing known respecting the wishes of its members. The committee are the organ of the Association, and when they receive positive instruction, their duty is plain, but they have, heretofore, been left to themselves, and in some instances they have, perhaps, not met the wishes of the Association. Now, if members would take upon themselves to communicate facts, or express their own views in regard to measures, topics of interest might be selected, and matters brought up for consideration which would be of more practical utility, and give more general satisfaction.

The *third* resolution is one in which we should all feel a special interest. Why is the number of teachers in attendance here so small? Where are those who are engaged with us in the work of instruction, that they are not here? Whatever portion of this great field they cultivate we need their presence and their counsel. All departments of our educational system, from the primary to the professional school, are parts of one great whole. There is no antagonism between our public schools, and our private schools and colleges. They are employing similar agencies and appliances for the same noble end, the training and elevating the youthful mind. Now, we want in this body, the teachers of all our schools, from the humblest to the highest. They should form a united and harmonious band. This organization should combine the active educational talent of our State. I would not be understood as disparaging those present. We have men of heart and mind, we have earnest workers here, but they are but a fraction of the educators of our State. This is the appropriate channel through which the teachers can make their combined influence felt in every portion of this Commonwealth. We need this influence; we *must* have it. It would exert a vitalizing, transforming power hitherto unfelt. How shall it be brought about?

This *third* resolution, if carried out, would, I think, do much toward it. Previous to this meeting I addressed letters, not as a member of the Executive Committee, but as an

individual, to four colleges in our State. The University of this city I suppose would be represented of course. This manifestly has had but little influence. But let this Association in due time, speak through its Executive Committee, directly to the Teachers scattered in every portion of our State, in a brief, pointed and earnest appeal, setting forth its objects and its claims, and I believe we should have a most hearty and cheering response at our next meeting.

Remarks were also made by Messrs. Irvine, Marsh, Hielscher and B. W. Smith, after which they were adopted.

The committee appointed to report on "What can be done in behalf of our common school system?" made through their Chairman, G. W. Hoss, the following report:

The committee to whom was assigned the duty of reporting on the wants of our common school system, respectfully recommended the following as some of the available means tending to the improvement of the said system.

1st. Thoroughness of attainment and eminence of qualification, on the part of each professional teacher.

2d. An earnest, an untiring effort on the part of each teacher to elicit the sympathy and hearty co-operation of parents, in the subject of education generally, and in the education of their own children specially.

3rd. That in every county, regular Associations be formed, which shall *organize and superintend* COUNTY NORMAL INSTITUTES, for two, five or more weeks per annum. The holding, where practicable, township and even district meetings for educational purposes; that these Associations, or individual teachers solicit so far as possible, the co-operation of the Editors of their respective county papers, securing wherever practicable, the constant use of a small portion of said papers for educational purposes, and that they urge each teacher, trustee and county-examiner, to take the *Indiana School Journal*.

4th. That teachers *FREQUENTLY hold such educational meetings* and employ such other means as tend to enlist parents, trustees and county-examiners; thus awakening such an interest and inducing such convictions in behalf of a sound and liberal education, as shall beget a demand *persistent and general*, for

the *essential thing*, viz.: A WHOLESOME, AND LIBERAL LEGISLATION in BEHALF of OUR COMMON SCHOOLS.

5th. We conclude with the following:

Resolved, That in our estimation, it is desirable that the first section of the educational article of the Constitution, should be so amended that the minimum period of annual instruction, to be provided by the State, shall be specified, and existing impediments to local supplements be removed, and believing that these important objects would be effectually secured by the following supplement of said section, viz.: "Whose annual period shall be at least six months, on an average, for the State, and this term may be supplemented by the local corporations at pleasure." We would recommend to the friends of education, an EARNEST effort to obtain such a change in our fundamental law.

6th. That early provisions be made for the establishment of a State Normal School.

Respectfully submitted,

G. W. HOSS.

CALEB MILLS.

T. HIELSCHER.

On motion of James G. May, the report was adopted as a whole.

Remarks were made by Messrs. Hoss, May, Irvine, Phelps, Scott, Hielscher, Marsh, J. M. Olcott, Thomas Olcott, Clarkson, Adams, J. H. Snoddy, L. D. Willard, and Husher, after which the resolutions were adopted.

On motion of G. A. Irvine, a committee was appointed to carry out these resolutions.

The committee consisted of Messrs. Irvine, May, Cole, J. M. Olcott, Hoss, Colegrove, Allen, and Phelps.

Mr. Marsh, offered the following:

Resolved, That the Executive Committee be instructed to solicit essays, to be read at the annual meeting on subjects assigned. Passed.

Resolved, That teachers be invited to present written queries to the next Association, as to matters in regard to which they wish information, connected with the management of their schools, &c.

The Association took a recess of fifteen minutes, after which on motion of Mr. Phelps, it was voted that the name of a lady be added to the list of Associate Editors. Mrs. N. E. Burns, was chosen.

Remarks were made by several members, some anecdotes were related by the members, and a general indulgence given to the social feelings as usual on the last evening of the Association.

On motion of E. P. Cole, the Association adjourned.

THE PHILOSOPHY OF EDUCATION AND PROGRESS.

An Address Delivered before the Teachers' Institute of Dekalb County, Ind., November 23d, 1859, by Rev. EDWARD WRIGHT, of Auburn.

Sir: James McIntosh, in his admirable "View of the Progress of Ethical Philosophy," divides the whole universe of matter and of mind, into two departments—"What is, and what ought to be."

There are two worlds, the worlds of matter and of mind, an external and internal world, a physical and spiritual. By observation, experiment, and patient research, we become acquainted with the one—with all external nature. By consciousness, introspection, reflection, and patient inward research, we become acquainted with the other—with internal nature. It is not without reason therefore that man has been called a microcosm—a little world. External and internal nature are naturally allied. There is a common bond of affinity, a divinely appointed brotherhood. The physical philosopher has a noble vocation in ascertaining and unfolding the facts and natural laws of the material universe—thus leading the rational mind to the being and perfections of the only wise God.

The intellectual and moral philosopher unites these in his system. His vocation therefore surpasses in interest and importance the other, as far as the intellectual and spiritual be-

ing of man transcends the relations of time and space, and the objects of the material world.

The educator has to do with both, in their due relations; and therefore what is, and what ought to be, should be found in him in indissoluble union—i. e. he should be a philosopher; seeing things as they are, and using his vocation to make them what they ought to be. External nature rightly viewed, utters the same voice as man's rational and emotional being; guides in the same path of dignified enjoyment, leading us to "use the world as not abusing it," as the means of attaining a higher and more enduring good. As all the particles of matter in the material structure have a mutual power of attraction and influence, so in the complex structure of human society, all are bound together in the chains of a common brotherhood, mutually influencing each other for good, according to the degree in which what is in us harmonizes with what ought to be.

If then such is the power of mind acting upon mind, of individual character by the power of a mental and moral gravitation and attraction, augmenting its inherent forces, and multiplying its resources for good, you will not wonder if in this address before a Teachers' Institute, I discourse to you on themes which involve these great elements of power, and exhibit the proper direction in which these forces should act.

What then could I choose more appropriate to the educator's vocation, than philosophy—the love of wisdom—the philosophy of mind, of education, and of progress—a theme dignified in its character, ennobling in its influence, and so comprehensive in its range, as to admit with you a ramble over the fields of nature, a descent into the depths, "the unknown regions of the human heart," or a flight to the stars, and sun's systems, that "wheel unshaken in the void immense."

You are aware that this comprehensive term is composed of two Greek words, *philos*, a lover, and *sophia*, wisdom; thus denoting literally a lover of wisdom. The term originated in the modesty of Pythagoras. He would not allow himself to be called a wise man, but philosopher—a lover of wisdom. It may therefore be properly applied to every educator, male and female, from the dignified professor in our institutes and

colleges, down to the humble, though not less useful maiden in our primary schools, cherishing the love of wisdom. Philosophy, according to Cicero, is "the science of things human and divine." It may therefore be natural, intellectual, moral, social, or political.

Others have defined it the science of the fundamental truths of human knowledge. Thus we may speak of the philosophy of human nature, of education, of history, as inculcating the great and essential principles, and laws of these several departments of knowledge.

The annunciation of such a theme will doubtless start you off at once upon a tour of observation through the universe. You may soar into the heavens, and travel from star to star. You may take the wings of the morning and fly to the remotest bounds of the universe. You may take Lord Rosse's telescope, and discover a star in the infinite depths of space, whose light is 3,500,000 years in coming to our earth, moving at the velocity of twelve millions of miles in a minute. Or if you are less adventurous and aspiring, you may confine yourselves to this terrestrial habitation; its insect and animal tribes, and man its noble resident, his character, relations, duty, destiny, social habits, condition, and varied position in society.

Before we start, however, on any of these tours of observation or discovery, let us as wise men, or as men and women desiring wisdom, and seeking it as philosophers, look about us and within us. Let us scrutinize our powers, our chronometers, telescopes and other implements of vision and of travel, of observation and discovery. Perhaps we have some preparations to make before we shall be ready for a delightful and successful tour of observation in any field of physical or intellectual research.

And here the stern realities of our actual condition, intellectual, social and moral, rise up before us, and check our enthusiasm. We are not prepared for these exalted pursuits. We are lame, and halt, and blind. Our wings are clipped so that we can not soar, or if they are not, our ballast is too light, so that we dare not give our imaginations wing. Our instruments are out of order, and have to be prepared for their ap-

propriate use, and in many cases we have not yet learned what is their appropriate use.

To speak without a figure, we ourselves need to be educated. We have nothing to boast of over those whom we seek to guide, elevate and adorn. We ourselves, teachers of common schools, tutors, professors in colleges, ministers of the everlasting, glorious gospel of Christ—we ourselves need a higher education.

I shall therefore check my own enthusiasm and yours, and discourse to you on the wisdom of getting ready—the philosophy of education and of progress. As the mariner before the invention of the compass, kept along the shore in his little frail bark, so must we as little children, grope our way along the shore of the great ocean of truth and knowledge, and like the great Newton, pick up the pebbles upon the banks, and like him too, learn how to use them aright when we find them.

To discern what is, as it is, to stand in our lot and work in our sphere, to turn it into what it ought to be, demands of us a greater degree of wisdom, a higher culture than we now possess; but which we may attain, if the true philosophy—the love of wisdom, animate our bosoms, and direct our energies.

My position then is as a fundamental principle of the philosophy of education and progress, that the moral and religious element in education is vital, and that in the exclusion of these, there can be no such thing as education, properly so called. The position is far reaching and strikes at a radical defect—the exclusion of the moral and religious element from our systems of national education. The dignity and usefulness of the educator's vocation, the true philosophy of human nature, the existing state of society as exhibited by its popular literature, and school systems, will all illustrate our position. To these we now advert.

1st. *One of the chief requisites in the philosophy of education and progress, is to form a just estimate of the dignity and usefulness of the educator's vocation.*

The great giant of English literature, Dr. Johnson, has declared that the chief glory of a nation is its authors. If the measure of human power is to be estimated by the durability

of its influence, we must acknowledge the justice of this dicta. If there be any earthly glory which is at all worthy of desire, it is that acquired by literary and scientific research, and acquisition. The author appeals to the constituent elements of human nature, excites, invigorates, refines, exalts them, and thus is the dignity and glory of his vocation manifest.

There is moreover, a permanency attached to the works of mind which enhances their value, and adds to the glory of the poet, the historic sage, or the scholar in physical research. The imperishable labors of intellect are handed down from age to age, and the glory of the author is commensurate with the excellence and utility of his works. The statuary may erect a monument for the hero, more durable than brass; but in the lapse of ages it is destined to crumble into dust. The genius of painting may form a perfect conception of beauty, and execute it with the noblest touches of art; but the mold of time is on it, and it is destined to decay. The copies of the old masters have not reproduced their images of beauty and of life. But the written works of genius are undying. When it chooses language to display its conceptions, it is perpetuated to remotest time. Homer and Sophocles, in Greece, Goethe and Schiller, in Germany, Milton and Shakespeare, in Britain, are not Grecians, or Germans, or Britains; but cosmopolites, enshrined in the memories of a thousand generations.

A distinguished artist in ancient times constructed a splendid temple, and caused his own name to be inscribed upon every stone, from the foundation to top stone, turret and tower. Yet that splendid edifice is in ruins, and the name of its architect faded from the memory of man, unless the muse of history has stereotyped it in written language and thus indelibly recorded it in the archives of the race.

If then it is true that the chief glory of a nation is its authors, tell me why it is not equally true of the educators of a nation. If the author writes his conceptions in a book, and thus perpetuates himself, it is to make his impress upon human minds and hearts, into whose hands that book may chance to fall.

But the educator has the mind itself to work upon and that too in the forming period of its character. In this res-

pect most assuredly he has the advantage of the author. He himself is, or ought to be, a living, walking encyclopedia, an organized breathing system of pantology, stereotyping itself, diffusing its principles and spirit upon the widening circle of human intelligence, and thus exerting an influence in the formation of character, and the structure of society, as long as society needs the meliorating influence of liberal knowledge. The educator goes before the author according to the meaning of his ancient and expressive name *pedagogue*, and moulds and guides him in his ennobling pursuits.

Often, too, it is found that the books which are of practical utility in education, originated in the practical workings of the school-room, the gymnasia and the college, and thus the teachers of a nation are its authors and its glory. Often too it is the fact that the works which live from age to age as enduring monuments of genius or research, like the historical lectures of Niebuhr, were first delivered in the school-room, the college, or the pulpit. Mind needs to act on mind, to elicit the kindling spark of genius, as friction in physics, brings out the latent powers of light and heat. "The breath of reason itself, the precious life-blood of a master spirit," is imbued with a new power when kindred spirits in their opening sympathies, react upon us and infuse within us a higher life, by these reciprocal pulsations of our intellectual and emotional being. If Lycurgus would not write his laws in statute books, but upon human hearts, it was upon the principle of the poet in harmony with our present theme, that "all words are winged," that literature, stamped upon human nature, would be more enduring than if stereotyped upon plates, or recorded in manuscripts or books. If, according to the views of the ancient Egyptians, a book is "a remedy for the disease of the soul," then an educator is the physician of the soul, who is set for the high office of applying in scientific methods, and in the appropriate seasons, the provided remedy for every defect, the provided appliance for the development and invigoration of every requisite power. This dicta then of the Coryphaens of English Literature, if true at all, is true of the educators of a nation. And it is true of both. Herodotus at the Olympic games reading his history to his admiring countrymen, was stronger than he would have been pre-

paring his manuscripts in the study, or copying it upon parchment. It may indeed be that the dignity and glory of the teacher's vocation may not be estimated aright. Their glory may not be discerned. Yet this only shows the degeneracy of human nature in suppressing its native instincts, perverting its way, and burying itself in the studies and pursuits of sensualism. It is no new thing in the history of the race for things to be inverted from the just order of worth and real utility. The very populace that put the philosopher Socrates to death for knowing more than they did, repented of their deed, condemned his accuser to death, and erected a statue to the memory of the sage. The copy-right of the *Paradise Lost*, which has given the name of Milton to immortality, was originally sold to the booksellers for five pounds. Southey, in the preparation of some of his best productions, wrote with such pecuniary prospects as to say that half his time was employed in works which would not pay for the paper on which they were written, but on which he rested his future fame. Genius has eyes behind and before, and like the fly it has hundreds in its head, and he was content for a season to remain in poverty, and live on ambrosia, the fabled food of the gods.

The educator likewise should magnify his office. He must not continue in his vocation until he can secure an office in political life, or prepare himself for a profession. *If he has the spirit of Socrates, of Milton or Southey, he has attained his position of dignity and glory. If he is not prepared to labor on in faith, and hope of better times to come he lacks the chief element of success in his profession. Things apparent in the structure of society, ere long, are to be improved, and after many struggles of patient faith and wisely directed energy, destined to be reversed.*

"Seven cities chimed the glorious Homer, dead,
Thro' which the living Homer begged his bread."

The old blind poet strolled thro' the villages and cities of Greece inscribing his immortal verses upon human minds and hearts, instead of shutting himself up in a cave, and writing them on parchment. This was the element of their vitality. This is the monument of their enduring power. Parchments moulder into dust, but human nature is enduring. "One

generation goeth and another cometh," and the strains of the old blind bard of Greece are stereotyped in the world's literature, and have greatly aided in the formation of its character. As the military genius of Alexander was nurtured by the inspiring strains of this warlike bard of Greece, so in unnumbered instances has the genius of this one master of song imbued the minds of thousands of our rising educated youth with his own spirit. The philosophy of Aristotle and the poetry of Homer are the real expressions of human nature in its degeneracy, and have moulded and perverted the world more than human minds can estimate. If such is the influence of a single mind upon the world's literature and progress, who can estimate the dignity and glory of the educator's vocation? They give to genius its direction and its aliment. They repress or encourage its aspirations. It is all the delusive moonshine of Shakespeare, to speak of "the poet's eye in fine frenzy rolling glancing from heaven to earth, and earth to heaven, and as imagination, bodies forth the forms of things unknown; the poet's pen turning them to shape, and giving to airy nothing, a local habitation and a name." Genius must have something to feed upon, and that pabulum is furnished by the teachers of a nation—otherwise the airy nothings will be like the soap-bubbles, the beautiful creations of our childhood, evanescent as they were delightful.

Never can education be what it ought to be, and flourishing—never can society be elevated until the educator's vocation is honored. When colleges are erected and nobly endowed for the education of teachers as we have medical colleges and law universities for our physicians and lawyers, and theological seminaries for the training of our divines, then we shall have a race of educators that will be a glory and defence to our land. In the mean time, Institutes and Normal Schools must supply this deficiency as much as possible, and as much as possible elevate the character of our teachers. The true idea of this noble profession is that each one exercising its functions, should be pre-eminently a lover of wisdom, should possess such intellectual and moral powers as to sway the public mind, school directors, parents and all, as well as the children, thro' the whole community. . This

may be attained in time if the educators of our land are true to their character and mission, and that too not by an arrogant dogmatism, but by the persuasive force of reason, the commanding authority of wisdom, the gentle and attractive influence of the true, the beautiful and the good. This then in its true conception is one of the learned professions, and has of right a supremacy over all.

[TO BE CONTINUED.]

[For the School Journal.]

SYLLOGISTIC VERSUS GEOMETRIC

I have been much interested, friend editor, in the articles upon Logic, written by Prof. Hoss, and I hope they may awaken a deeper interest than generally prevails in the minds of teachers on the subject. At the same time, I must object to giving so extensive an application to "Geometric Reasoning" as he does, for the following reasons: First, there is no necessity for it. Second, the term Geometric does not connote all that he claims for it, and hence, his application distorts it from its natural use. He might with as much propriety apply the term Algebraic, Chemical, Medicinal or Legal to all these syllogisms which he produced, as the term Geometric.

Furthermore, I am inclined to think, that his own reasoning upon the subject involves the logical fallacy of "undistributed middle."

He says "having shown * * that Geometric reasoning is syllogistic, we shall claim that whatever is predicable of one of these terms, as used in the above connection, is predicable of the other." His reasoning then, is this: (may premise.) All geometric reasoning is syllogistic. (min. prem.) This particular article is syllogistic. Therefore, (conclusion) it is geometric.

Allow me to give an analogous syllogism.

(May prem.) All monkeys are animals.

(Min. prem.) Man is an animal.

(Con.) Therefore man is a monkey!

Prof. Hoss' second corollary in last No. is excellent.

GNAT. SIENS.

Mathematical Department.

DANIEL BIRWOOD, Editor.

SOLUTIONS OF PROBLEMS.—PROBLEM No. 144.

"Find positive integral values of X and x that will satisfy the equation $X^3 = x^3 + (x+1)^3 + (x+2)^3 + \dots + (x+99999)^3$."

SOLUTION.—BY JACOB STAFF.

Let $y = x + 499,999\frac{1}{2}$, a term equidistant from the extremes.

Then $(y+\frac{1}{2})^3 + (y+\frac{3}{2})^3 + (y+\frac{5}{2})^3 + \dots + (y+\frac{99999}{2})^3 + (y-\frac{1}{2})^3 + (y-\frac{3}{2})^3 + (y-\frac{5}{2})^3 + \dots + (y-\frac{99999}{2})^3 = X^3$. The sum is $my^3 + \frac{4n^3-n}{2}$. $y = X^3$; where $m = \text{a million}$, and $n = \frac{m}{2}$

But y must be half an odd number, or $\frac{v}{2}$. Substitute and divide by $\frac{m}{8}$, a whole cube number, $v^3 + (m^2-1)v = X^3 = (\frac{p}{q}v)^3$; p is even; q , odd, and must measure v which is also odd; or $qr = v$. Substituting and reducing, we get

$$\frac{(m^2-1)q}{p^3-q^3} = r^2.$$

q must exceed $\sqrt{\frac{m}{3}}$ to make x positive, and must be less than

$\sqrt[3]{\frac{m^2-1}{3}}$ to make p a whole number more than q . Divide by the greatest square that will divide m^2-1 , which is 9; the quotient is 111, 111, 111, 111, the prime factors of which are 3, 7, 11, 13, 37, 101, 9901. If the solution is possible q can be so taken as to make $\frac{m^2-1}{9q} + q^3 = p^3$. All the divisors of $\frac{m^2-1}{9}$ that fall within the limits are ten in number, one of which is 3333; this value of q gives us $p=3334$, $r=9999$, $v=rq=3333 \times 9999$, $y=\frac{3333 \times 9999}{2}$, $x=y-499,999\frac{1}{2}=16,163,334$, therefore $X'=\frac{p^3}{q}=pr=3334 \times 9999$, and $X=16,668,333,000$.

PROBLEM No. 144.

"What is the angle whose arc is equal to twice its cosine divided by tangent of half the arc?"

SOLUTION.—BY JACOB STAFF.

If A be the angle required, $\tan \frac{1}{2} A = \frac{\sin A}{1 + \cos A}$. Then $\frac{2 \cos A}{\sin A} = 2 \cot A (1 + \cos A) = \text{arc } A$. If A be considered the degrees in the arc A , then

As $360^\circ : A :: 2\pi : \frac{2 A \pi}{360^\circ}$; or, $\frac{1}{57^\circ.3} A = \text{arc } A$; $2 \cot A (1 + \cos A) = \frac{1}{57^\circ.3} A$; or, $114.6 \cot A (1 + \cos A) = A$,—a transcendental. From the tables and approximation we get $A=67^\circ 7'$, the angle required.

PROBLEM No. 145.

"If the frustum of a cone 11 feet long, the diameters of the bases being 2 and 3 feet, be rolled upon a horizontal plane, over what area will it have passed when the bases have traced the circumference of a circle?"

SOLUTION.—BY G. F. AYDE.

The slant height of the entire cone is 33 feet, and the required area is evidently equal to the difference of two circles whose radii are 33 and 22 feet; hence

$$(33^2 - 22^2) \times 3.1416 = 1891.3432, \text{ the required area.}$$

[This solution supposes the *slant height* of the frustum to be 11 feet.]

PROBLEM No. 147.

"Solve the equations

$$\begin{aligned} xy &= 22 \\ x^2 + 24y - 135 &= 6x + y^2. \end{aligned}$$

SOLUTION.—BY JAMES F. ROBERSON.

Transposing the second equation, and adding 9 to each member, $x^2 - 6x + 9 = y^2 - 24y + 144$; extracting the square root, $x - 3 = y - 12$; or, $x - y = -9$. Substituting in this equation the value of $y = \frac{22}{x}$, from the first equation, we get

$$x - \frac{22}{x} = -9; \text{ hence, } x = 2, \text{ or } -11, y = 11, \text{ or } -2.$$

[This problem was also solved by Charles M. Welch.]

PROBLEM No. 148.

"A cubic inch of the purest gold weighs about 19.64 times as much as a cubic inch of distilled water; but a cubic inch of Japan copper only 9 times as much. How large must a piece of Japan copper be to weigh as much as $\frac{2}{3}$ cubic inch of the gold?"

SOLUTION.—BY R. C. STORY.

If one inch of gold weighs 19.64 times as much as an inch of water, $\frac{2}{3}$ of an inch of gold will weigh 14.73 times as much as an inch of water. As copper is 9 times as heavy as water it will take as many inches of copper as 9 is contained times in 14.73, which is $1\frac{15}{100}$ times: therefore it will take $1\frac{15}{100}$ inches of copper to weigh as much as $\frac{2}{3}$ of an inch of gold.

PROBLEM No. 149.

"Prove that if unity be divided in extreme and mean ratio, the greater part will be equal to the infinitely continued

fraction

$$\frac{1}{1+\frac{1}{1+\frac{1}{1+\&c.}}}$$

SOLUTION.—BY JAMES F. ROBERSON.

Let x = the greater part; then $1-x$ the less, and

$$1 : x :: x : 1-x; \text{ or, } x^2+x=1;$$

solving this equation we find $x = -\frac{1}{2} + \frac{1}{2}\sqrt{5}$; and reducing, $\sqrt{5}$ to a continued fraction, (Ray's Algebra, Part II, Art. 353,) we have

$$x = \frac{1}{1+\frac{1}{1+\frac{1}{1+\&c.}}}$$

PROBLEM No. 156.—BY I. H. TURRELL.

In a plane triangle having given the angle, the difference between the sides containing that angle, and also the difference between one of these sides and the side opposite the given angle, to construct the triangle geometrically.

PROBLEM No. 157.—BY G. W. HOUGH.

Given the equation of the Lemniscata,

$$(x^2+g^2)^2=a^2(y^2-x^2).$$

to determine the co-ordinates x and y , so that the arc intercepted between the extremity of the axis and the ordinate, may be one-eighth of the whole circumference.

(For simplicity making $a=1$.)

PROBLEM No. 158.—BY G. W. HOUGH.

What curve will the surface of a canal, whose length is a , and depth d , assume, if one end be instantly opened so that the water can flow out?

PROBLEM No. 159.—BY NUMERATOR.

Find the value of the expression.

$$\left(\frac{643}{637} \right)^{123}$$

Editorial Miscellany.

A CHIT-CHAT WITH OUR SUBSCRIBERS.

We send this No. of the Journal to all our old subscribers and invite them to renew. Those who read the proceedings of the State Teachers' Association will see what arrangements have been made for the future publication of the teachers' paper. It has been left optional with us to enlarge it or not. We add eight pages, but if at any time we should happen to be pressed with an unusual quantity of advertisements, we will feel at perfect liberty to devote part of this additional space to them. We increase the size of the Journal from choice, for we very earnestly aspire to improve it to the greatest possible degree. But to enlarge, is not always to improve. We have done and shall do our part with unwavering zeal. No expense, and no labor will be spared. We now appeal to each teacher in the State to assist us in making this periodical all that the friends of education can desire. We wish the *Journal* to take a wider range than heretofore. Is it not possible for us, fellow-laborers in the educational field, to make this publication readable and welcome in the *family circle*? Can it not also be made to reach the wants of the students in our higher institutions of learning, and aid them in their course? Do not the members of the Faculty in each College and University desire such a medium for an interchange of views on subjects of common interest to them? We invite you to the free discussion of all literary and scientific questions. We propose of course, to devote a part of the space to matters exclusively professional, to practical teaching, and we solicit teachers to furnish us with articles explaining in detail their favorite modes of instruction. Do not wait for each other. Do not fear debate; it elicits truth. A vigorous and enthusiastic scholar rejoices, like Scott's Rhoderic Dhu, in "foeman worthy of his steel." Strong and noble minds when they come into earnest conflict, awake to mutual esteem; many a warm and enduring friendship has arisen from the glow of stern intellectual encounters.

We expect to hear from the Associate Editors at once. You have been honored by the Association with the charge of this matter, we suppose you will not disappoint those who have selected you for the work. Write for us; and if you know of a man or woman in the commonwealth who can add interest to the pages of the *Journal* in any way, we hope you will seek the assistance of such person immediately. You are the guardians of the teachers' paper for the next year, and if it

should fall below the standard of merit or of interest which it might sustain, you will be accountable. Your names are not placed on the out side of the *Journal* for ornament. The *Journal* shall fail not during the year 1860 for want of pecuniary support.

The past history of this, and every other School Journal proves, that it can not be a source of any considerable profit. But it was desirable to improve it, and extend its circulation, and thus enlarge its field of usefulness,

To our fellow members of the State Teachers' Association, we return our thanks for the great confidence reposed in us, and we are free to say that we are cheered by the entire unanimity with which it was given. Now if you will contribute to enrich each No. of our issue with some of your own thoughts, your own experience, or your own puzzles and difficulties, we can certainly glean enough to furnish a paper worth reading. Let us feel a common pride and pleasure in making our *Journal* eminently worthy of patronage; and when the State awakes from its long dream of educational supineness, and free schools, and graded schools, and Normal Schools, bless the land with ample opportunities for improvement, many an old foggy teacher who would *fain fill a place in the new order of things*, yet who has not taken the *School Journal* nor attended Teachers' Association or Institutes, shall find, like Rip Van Winkle, that while he slept, the world yet rolled on in its unfaltering career of progress, leaving him among the deep shadows of the past, unknown, helpless and disconsolate.

NOTES AND QUERIES.

Q. 102.—Has Baron Macauley given up his history of England, and will there be no more than four volumes published? Who can tell?

I. H. D.

Macauley has died since the above was in type.—Ed.

Q. 108.—Why was William of Normandy called Conqueror?

Q. 104.—In the following, what is meant by *Gordian Knot*? In these, or other cases of the like kind, the transcendent power of Parliament is called in to cut the Gordian Knot.

I. H. D.

Q. 105.—“None like he can chase the bounding roe,
None like he the light 'ariatta throw?”

Is *he* in both lines correct?

N. P. H.

Ans. to Q. 69.—The “South Sea Scheme” was a commercial company projected in 1710 by the prime minister Harley, afterwards Earl of Oxford, to raise money to pay off the National debt of England, which was at this time ten million pounds sterling. The interest on

these ten millions was six per cent. Money was to be borrowed of the company at five per cent, and this one per cent. gain was to constitute a sinking fund to pay the National debt. Great commercial advantages were allowed the company in order to get this loan, and to allure the public creditor to speculate in its stock: At this time Sir John Blount proposed that the South Sea Company should become sole national creditor, which it did, having new monopolies given it in return, for which it also offered to give a bond to the government of three millions pounds. The Bank of England, jealous of the proposal, offered five millions—the Company then bid seven—but though this last amount would have almost paid the whole of the national debt—yet there was irredeemable annuities to the amount of eight hundred thousand pounds yearly; these the public creditor exchanged for stock in the Company, and the government got rid of these irredeemable annuities and seven million besides, but became debtor to the Company. All people speculated in the South Sea stock; and for awhile all rejoiced, for as long as the stock continued to rise all were gainers. The stock rose rapidly to three hundred per cent. above the original par value. Thirty-seven millions of pounds were subscribed on the Company's books. But the rage for speculation extended to *all* kinds of property, and all sorts of companies were formed.

Now in order to stop these absurd speculations and yet to monopolise all the gambling in the kingdom, the directors of the South Sea Company obtained an act from Parliament, empowering them to prosecute all the various bubble companies that were projected, and in a few days all those bubbles burst. But the South Sea Company made a blunder. The moral effect of the bursting of so many bubbles was to open the eyes of the nation to the greatest bubble of all. The credit of the South Sea Company declined—stocks fell from one thousand per cent. to two hundred in a few days. All wanted to sell, nobody to buy. Bankers and merchants failed, and nobles and country gentlemen became impoverished—and in the language of Sir William Blackstone, "the South Sea project in the fifth year of George I. had beggared half the nation."

For further particulars see Lord's Modern History from which I have condensed the above—or read Lord Mahon's History of England.
I. H. D.

MAN is strong—women is beautiful. Man is daring and confident—woman is diffident and unassuming. Man is great in action—woman in suffering. Man shines abroad—woman at home. Man talks to convince—woman to persuade and please. Man has a rugged heart—woman a soft and tender one. Man prevents misery—woman relieves it—Man has science—woman taste. Man has justice—woman mercy.

**NAMES OF MEMBERS IN ATTENDANCE AT THE STATE
TEACHERS' ASSOCIATION, DEC. 25th, 1859.**

NEW MEMBERS.

E. C. Gage,	S. B. Mattox,	W. W. Cheshire,
S. H. Riley,	A. D. Goodwin,	Marion Hervey,
A. S. Gardner,	Rev. L. G. Hay,	W. H. Hay,
Z. B. Sturgis,	Rev. L. Godden,	Mrs. L. Godden,
Mrs. E. J. J. Collins,	J. Hillman Waters,	Prof. J. Brumback,
F. M. Furgason,	D. W. C. Rugg,	Jno. B. D. Motte,
S. L. Rugg,	W. A. Lowe,	Dr. J. H. Lathrop,

OLD MEMBERS.

E. P. Cole,	S. T. Bowen,	Prof. C. Mills,
Prof. M. J. Fletcher,	James G. May,	Rev. S. R. Adams,
O. J. Wilson,	C. N. Todd,	G. W. Bronson,
Prof. B. T. Hoyt,	Thomas J. Vater.	A. J. Vawter,
J. M. Olcott,	Thomas Olcott,	D. E. Hunter,
O. H. Smith,	L. D. Willard,	G. H. Grant,
A. C. Shortridge,	Prof. G. W. Hoss,	John B. Dillon,
James Colgrove,	G. A. Simonson,	J. W. Husher,
W. T. Stott,	M. D. Gage,	Madison Evans,
Josiah Gamble,	J. N. Searce,	Thos. Hielscher,
O. C. Lindley,	Jos. C. Talbot,	J. Guffin,
G. A. Irvin,	H. Clarkson,	T. D. Marsh,
Jacob Rathenberger,	O. Phelps,	Mrs. N. E. Burns,
Mrs. Kate Bronson,	Kate White,	Eliza J. Putnam,
Mary J. Vater,	Hattie Moore,	Miss Yocum.
Miss Hacker,	Miss Greene,	Miss Town.

ERRATA.—On page 326, November No. for “are we educated,” read *are we being* educated.

On page 328, for ‘in what so deeply interests the young men,’ &c., read in what so deeply interests *them*, the young men, &c.

On page 331, for “deliberate falsehood,” read deliberate *political* falsehood.

On page 334, for “disturb the overflow,” read disturb the *even* flow,” &c., and on the same page for alternative, read *alterative*.

Also in the December No. note the following:

On page 358, for “tendering,” read *tending*.

On page 355, for “printers sculptors,” &c., read *painters sculptors, &c.*

On page 356, for "and this course which it has been feared," &c., read, and this *invention* which it has been feared, &c.

On page 358, for "to be behind the times," &c., read *and* behind the times. On the same page, for "that no person in proportion to their talents," read, no *persons* in proportion, &c.

OUR BOOK TABLE.

MANUAL OF GEOLOGY, 290 pages; glossary; Sower, Barnes & Co., Philadelphia: A. S. Barnes & Burr, New York: Applegate & Co., Cincinnati, O. Edited by Ebenezer Emmons, State Geologist of North Carolina, late State Geologist New York. Illustrated by numerous engravings from American specimens. Place this book in the hands of any intelligent student and you will be almost certain to awaken a lively love for the noble science of which it treats. "The true interests of geology require its pursuit upon American ground and upon, and among American rocks." The book is *very attractive*. It is designed for the use of Academies and Colleges.

THE UNIVERSAL SPEAKER; containing a collection of Speeches, Dialogues and Recitations, adapted to the use of schools, academies and social circles; Edited by N. A. Calkins and W. T. Adams. Boston: Brown, Taggart & Chase, 1859, 12mo. pp. 314. A choice book of refined mirth, and of select and fresh oratory, gems from every day life. All well selected, with superior instructions.

THE HIGHER CHRISTIAN EDUCATION. By Benjamin W. Dwight, author of *Modern Philology*, its History, Discoveries and Results. New York: A. S. Barnes & Burr, 1859. How much such a book has been needed. Now that such a work has appeared, we would that we could induce every teacher to send to Barnes & Burr for a copy.

Said the loved and lamented Horace Mann, "The more I see of our present civilization and of the only remedy for its evils, the more I dread intellectual eminence when separated from virtue."

The book is eminently interesting and philosophical. Could all the clergy of Indiana be induced to obtain it, and peruse it, they would see how intimate the relations which exist in the very nature of things between the teacher and the minister, between education and piety; and perhaps they would be more outspoken in favor of free schools for every child in the State. This is one in the "Teachers Library."

THE NATIONAL ORATOR; A selection of Pieces for the use of young students in Schools and Academies. By Charles Northend, A. M., author of *Teacher and Parent*, &c., &c. New York: A. S. Barnes & Burr.

Indianapolis: Stewart & Bowen. This book is national—is American. The selections are fresh, and are gleaned from the speeches and writings of Horace Mann, Choate, Wirt, Channing Chapin, Winthrop, Mitchell and a host of superior orators, whose soul-stirring thoughts have power to awaken a glow of intellectual delight in all who peruse them.

FAMILIAR COMPEND OF GEOLOGY; for the School and Family, by A. M. Hillside. Philadelphia: James Challen & Son, 1859. This work is particularly designed for the young. The author says, "this work was originally prepared for my own children," and "though considerably enlarged, is still, what I intended it to be, an elementary work fitted for the recitation of a class." A familiar catechetical method has been adopted. It is beautifully illustrated.

THE ART OF ELOCUTION, Exemplified in a Systematic Course of Exercises. By Henry N. Day. Revised edition. Cincinnati: Moore, Wilstach, Keys & Co., 1860. 384 pages, about two-thirds are given to exercises and rules. It is somewhat remarkable that amid all this the author manages to make the book very interesting. The page is open and inviting. We commend the book to those desiring the fullest instruction and able to own a number of works on this subject.

THE MICROSCOPIST'S COMPANION: A Popular Manual of Practical Microscopy. By John King, M. D. Cincinnati: C. H. Cleveland. This is an octavo volume of over three hundred pages. It is beautifully illustrated; several thousand dollars were expended in adding this feature to the work. The enterprising proprietor, C. H. Cleveland, M. D., deserves great praise for having contributed so much to popularize science. The book should be in every school library in our State for general use. Our friend Henkle gave the book an extended and critical review in some of the back Nos. of the School Journal for 1859.

A NATURAL PHILOSOPHY, Embracing the most recent Discoveries in the various branches of Physics, and exhibiting the application of Scientific Principles in every day life. By G. P. Quackenbos, A. M., author of First Lessons in Composition. New York: D. Appleton & Co., 1859. "To facilitate the retention of abstract truths, the author has ingeniously connected them with striking historical facts." "The style of the book is clear and terse." We call attention to this book.

ITEMS.

The Franklin Academy, says the Franklin *Jeffersonian*, under the management of Mr. Martin, with Mrs. Ritchey at the head of the female department, is fast becoming a useful and popular institution. The

qualifications of its educational conductors is of that varied and comprehensive character that meets every emergency and renders satisfaction to all concerned. Both Mr. Martin and Mrs. Ritchey had designed to attend our State Teachers' Association at Indianapolis, but were prevented by the sudden sickness of the former.

Prof. Daniel Kirkwood expresses his regret that severe sickness in his family prevented him from attending the Association.

We learn that the teachers in the town and neighborhood of Peru, have held an Association to promote the cause of education. The editor of the *Peru Republican* says that "few places have more need of something of the sort than Peru."

There are five hundred and forty-five male and sixteen female convicts in the State Prison, making in all five hundred and sixty-one. *In three years and a half the number of convicts has increased almost one hundred per cent.*

Dr. David Dale Owen, the distinguished Geologist of our State, reports that "Kentucky contains more available coal than Pennsylvania." Dr. Richard Owen speaks of the choice geological specimens to be found in the State. We had the pleasure of a visit to the laboratory and collection of the Owen brothers at New Harmony, Posey county. It abounds in wonders.

Mr. McMaster, of Gibson, from a committee to whom was referred the report of the State Geologist, remarked—"The youth of the country would find, in the examination of this subject, interesting material for the employment of those energies which, unless directed into legitimate channels, lead to ruin, and they would further learn in what portion of the State their energies might be most usefully and profitably directed, in the pursuit or occupation selected."

Incidentally, too, the naturalist, and man of scientific tastes, might find many useful facts, as well as the solution of numerous interesting problems connected with the geological formations, geographical and hydrographical configuration and peculiar vegetable products of our State.

The stranger and traveler will obtain, in the State collection proposed to be made during the survey, deposited in the capital, conspicuously labeled and systematically arranged in a suitable building, an attractive and instructive lesson.

We hope our friends will sign the following memorial to the Legislature:

"Believing that a thorough exploration of the mineral and other resources of the State is calculated to increase its actual wealth and to attract settlers and capitalists, we respectfully request your Honorable

Body to make additional appropriations for the further prosecution of the geological suavey of the State of Indiana."

The Mt. Vernon Ladies' Association of the Union has secured a fund sufficient for the purpose of completing the purchase of the estate, with \$20,000 over to put it in repair.

Hon. Judge Mason, of Iowa, who made himself so popular with the inventors of the country while he held the office of Commissioner of Patents, has, we learn, associated himself with Munn & Co., of the Scientific American office, New York.

The city free schools of Indianapolis will again open on the 6th of February, and continue in session six months. They have not been in operation since the law of 1855 relating to incorporated towns, was pronounced unconstitutional, but the jail of that city has since sometimes been full of boys who had violated the laws of the State, and some have gone to swell the number in our penitentiary. Rev. James Greene is Superintendent. Messrs. Culley, Beaty and Love are the Trustees. They are heavy tax-payers, but they love free schools, and take a deep and active interest in the cause of education. Perhaps no city in Indiana can boast of a nobler Board of Trustees. Graded free schools were in prosperous operation at Indianapolis before the law was condemned, and grew rapidly in favor with the citizens, the heaviest tax-payers being enthusiastic in their support. But one of all those flourishing schools has been sustained during the crash in financial matters, and in spite of all adverse influences; this has been conducted on in triumph by our friend G. W. Bronson, who has kept up the various grades, hired teachers and paid them, *pocketed* the losses from bad school bills, and held himself accountable for an enormous rent which should be given to him as a city present. This school is in excellent condition for entering upon the free term, and it is about all that remains of the thorough, and vigorous system built up under the superintendence of that gifted educator, George B. Stone.

MASSACHUSETTS.—We learn with regret, that the Hon. Mr. Boutwell is about to retire from the Secretaryship of the Massachusetts Board of Education—a situation he has filled with signal ability for several years. We know not who is to be his successor, but we hope it will be some one who has experience as a teacher. As school masters are never taken to fill offices whose duties pertain to clerical, legal or medical professions, we do feel that they have a just claim to such offices of honor, or emolument as have a direct bearing upon the work of teaching.—*Conn. Common School Journal.*

Hon. Samuel L. Rugg has been nominated by the Democratic party for re-election as State Superintendent of the Schools of Indiana. Rev. Aneon Smyth has been re-elected Superintendent of schools in Ohio.

The Connecticut *Common School Journal* is fourteen years old; it was commenced by Hon. Henry Barnard. Charles Northend of New Britain, is the present Resident Editor. We think the first No. of the fifteenth volume very spicy.

BOOK NOTICES.

We have received the last editions of Prof. H. N. Robinson's "Elements of Geometry," "Surveying and Navigation," and the "Elements of Analytical Geometry, and the Differential and Integral Calculus. The merits of these works, we are gratified to learn, are being duly appreciated. In point of clearness they are perhaps unsurpassed.

WARNER'S EARTHWORK.—We briefly referred to this excellent work in the December No. of the *Journal*. "The following synopsis of the subjects of the work will serve to give an idea of its design and scope."

PART I.

A Practical Treatise, containing Rules and Tables for Computation by the method of Transverse Ground Slopes and by Centre and Side Heights.

Useful rules for unusual cases, and new tables for general use for computation by known methods, developed according to a uniform system, and accompanied by directions for using the author's Stereometric Scales for finding by inspection the depth of Equivalent Prisms, Sub-Section Diagrams for determining the length of Sub-Sections.

Directly applicable to all widths of Road-bed, and to all ordinary cases of computation where the depth of cutting or filling does not exceed fifty feet, and capable, by simple auxillary operations, of extension to cases where the depth is greater; with engravings, affording full, graphical illustrations of the system. Designed for the use of Engineers in preliminary and final estimates, and of contractors and other non-professional computers.

PART II.

Demonstrations and Discussions of the author's Formula of Computation of Earth-work and construction of Tables and Scales.

The work should be in the hands of every civil engineer.

[From the *Lafayette Journal*.]

WASHINGTON IRVING.

BY HORACE P. BIDDLE.

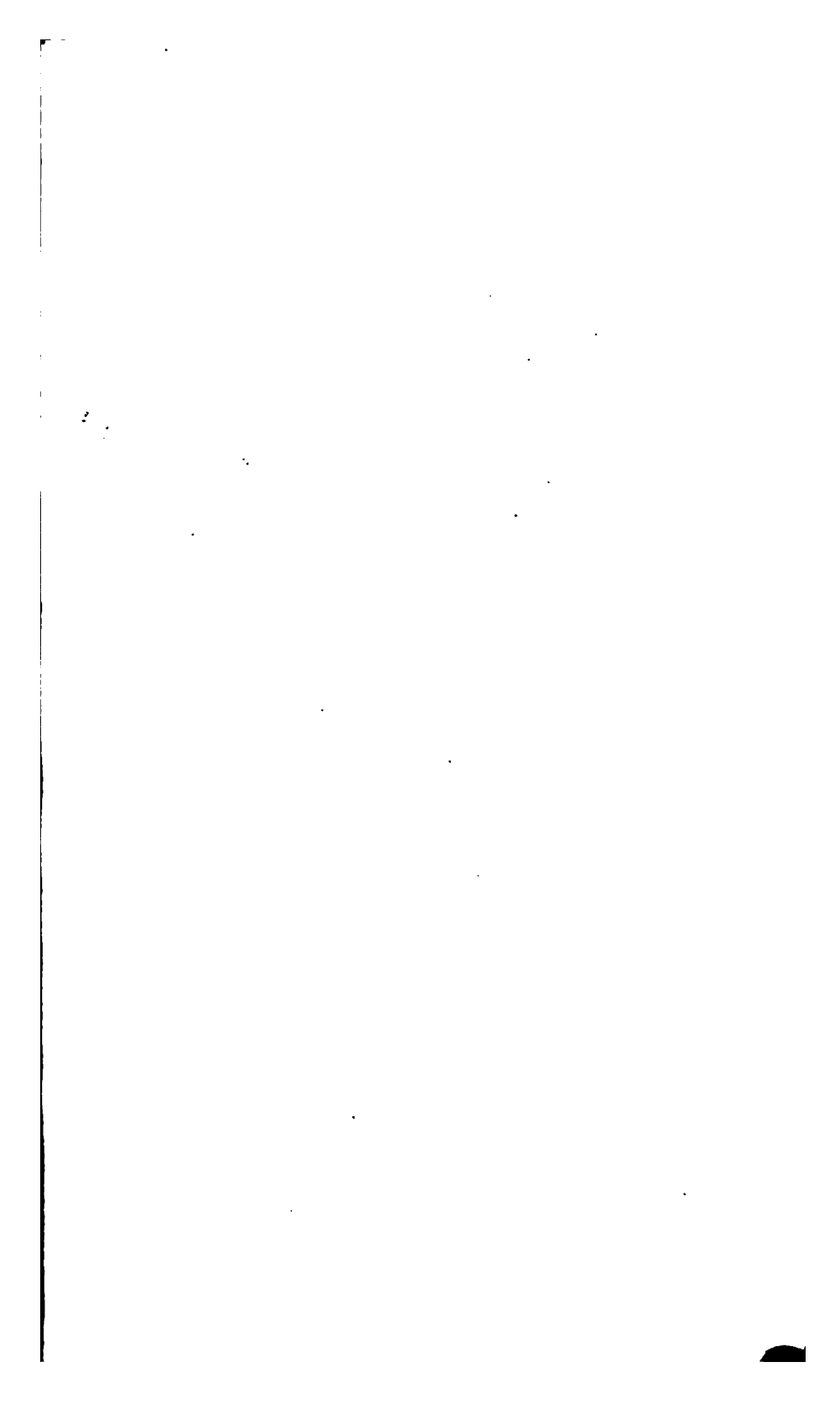
Washington Irving is no more! The death of such a man awakens many sad but sweet reflections, and touches the heart at its tenderest point, in the nearest place to tears. It falls to the lot of but few mortals

to be mourned after decease alike by the old and the young, the rich and the poor, the powerful and the weak, the high and the humble, without a discordant voice to jar upon the praise, or one enemy to disturb his sleeping dust. A nation weeps; yea, a world bends over the tomb of Irving. At the death of some, fame gives a single blast of her trumpet and is heard no more—and it is often a brassy, clanging sound; but over the grave of Washington Irving she will discourse soft genial music during all time, and it will echo abroad to the distant nations of the earth. The temple of his fame was not hewn out of the mountain by a single bold stroke, as is sometimes done by the daring hero; it is built of genuine classic marble, all polished and laid in beautiful symmetry; and its walls will stand long after the mountain has crumbled away. We have heroes and we have authors, and it was meet that the last work of our greatest author—indeed God seems to have spared him for the purpose—should be to write the life of our noblest hero.

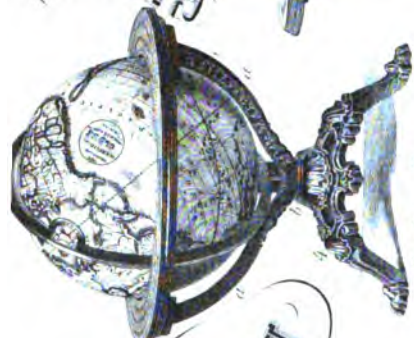
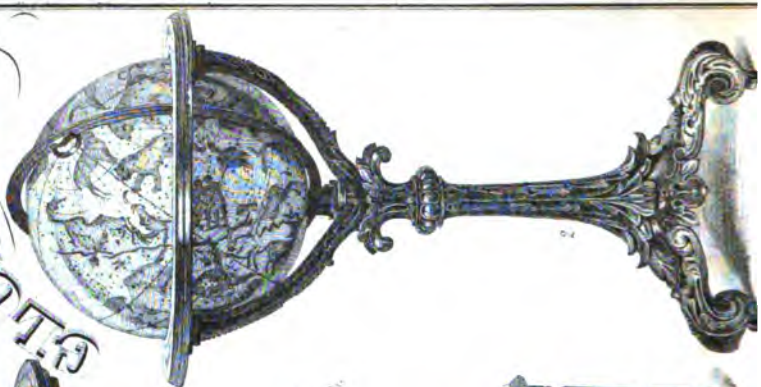
If distant ages mourn the loss of Irving, and if the disinterested of his own country weep over his grave, who shall dry the tears of those to whom he was especially near? To one who has had but even a slight glance of his friendship—a kind word, an encouraging letter—his memory is most precious indeed.

The character of Washington Irving was a nice blending of Sir Walter Scott's, Addison's, and Charles Lamb's. His laurels will be ever-green, for they are not set upon barren rocks; they are planted in young and loving hearts. He is read by young men and maidens of the land, and what the boy learns the man remembers, and what the maiden loves the matron will cherish. These are to become the fathers and mothers of sons and daughters, and so on to future generations, amidst all of whom the name of Irving will be a household word, and his works cherished as a guide to all that is virtuous and genial.

To win the young is to secure the old, for the heart returns to the joy of its youth. It is the middle of our lives that falls out and is forgotten; youth and age are remembered. The curly locks of boyhood and the grey hairs of the sire are most cherished. The things of ambition, as wealth, power, place, distinction, that fill our middle life, all pass away oh, how empty!—these are pushed away indeed by the memories that rush into the mind to warm and cheer the aged bosom. Thus it is that whoever has secured the youth of a nation has eternal fame. And the love of youth—of children—was proverbial in Irving. How kindly he remembered and spoke of the little girl that during his last illness daily and unobtrusively came to his door to inquire of his health; always bringing some little tokens of her love, as fruits, or a flower, a sprig or a leaf even, all emblematical of his enduring fame, thus unconsciously borne onward by a little girl. What a beauty it is in the powerful to be gentle, and in the great to be good. And what an influence such a character has upon the world. Indeed it is even the quiet retiring thinker and writer that gives directions to the world's affairs; the busy actor but executes his thoughts; and no author ever inspired more minds to generous deeds, or moulded more hearts for genial joy—making them fit temples of honor and happiness—than Washington Irving.



GLOBES



For details, see page 10.
The arms of a revolving globe at 11.



IN RAILWAY



THE

See page 10 for details of the arms of a revolving globe at 11.

THE
Indiana School Journal.

VOL. V. INDIANAPOLIS, FEB., 1860. NO. 2.

THE PHILOSOPHY OF EDUCATION AND PROGRESS.

An Address Delivered before the Teachers' Institute of Dekalb County, Ind., November 23d, 1859, by REV. EDWARD WRIGHT, of Auburn.

(CONTINUED.)

10

2d. *Another element in the philosophy of education and of progress is, that the teachers of a nation, sustaining this high position, should be trained intellectually and morally in harmony with this responsible vocation.*

They ought to be able to look upon what is, and see it as it is. They ought to know what it ought to be, and how it may be made so. They ought to possess those elements of character, which will work effectually in turning what is, into what ought to be. If the educators of a nation have not these elements of character, then the glory of a nation may be its shame, and they themselves must be educated, to mold and train aright the rising youth of our land. The zeal that I desire to manifest, is not to urge attention to the inductive system over that of any other, nor to ask you whether you have intelligently determined the question, whether the syntactic process is better or worse than the analytic. My zeal at present takes a different direction. Are you philosophers? What is the constitution of human nature? What is man? What are his endowments? What ought he be? What ought he seek and attain? What will you make him if your whole theory of education is consummated in him? These are plain

practical questions, and upon your answer to these inquiries depends the glory or shame of your profession, the glory or shame of the land.

Much, very much in the elevation and progress of society, depends upon the ideas of education which the teachers of a nation themselves adopt, and the standard of culture which they raise. That is not education in our primary schools, which teaches a youth the multiplication table, or in language the nature and powers of letters, the just method of spelling words or the construction and government of sentences. Neither is a youth educated when he is taught to demonstrate that if "two straight lines are perpendicular to a third line, they will be parallel to each other, or in other words, they will never meet, how far soever either way both of them be produced." If the teachers of our nation are not intellectual and moral philosophers, if they comprehend not in some degree our nature, which indeed "angels might weigh and fathom," how can they be educators? How can they develop what is in man, that ought to come out in forms of beauty and power? How can they restrain, curb, and subdue what is in him, that mars his moral glory, and hinders his elevation and happiness? If our educators be defective here, and through want of knowledge in intellectual and moral science, or through false principles, sever the moral and religious from the mental, they produce an unnatural divorce, which like the half of a pair of tongs, or an old bachelor in his garret, mourning the want of a wife, never will work well to the end of time. The educator must be a lover of wisdom, a student of nature, and of books, and more than all, a proficient in those sciences which have a natural affiliation to his profession. Among these, intellectual and moral science, and religious philosophy, are indispensable. If in the constitution of human nature, the moral elements of man's being be ignored, if the sensibilities, affections, and conscience be neglected, and mind, merely in its powers of memory and understanding, be trained, a wretched divorce is accomplished, which separates man into two parts—both lame and halting, without the other. In a system like this, though the constitutional powers of human nature still exist, and reason and conscience may run in parallel lines with the sensibilities,

the will and the affections, yet unless other and higher influences come in to counteract this unnatural divorce, the two will never meet, how far soever both of them be produced upon the arena of life.

This gives us theologians, such difficult work to make man what he ought to be, when if the teachers of our nation comprehended psychology in its true import, and really understood the dignity and glory of their profession and were assimilated to its high functions, both would be in fact what they ought to be—one—the only difference being that of graduation.

All the sciences and arts and all liberal knowledge have a natural affinity more or less near and remote. They are linked together and illustrate and aid each other. Cicero has observed in regard to the liberal arts, and it is equally true in regard to the useful sciences, that "all the arts pertaining to humanity, are related to each other, and are bound together as by a common chain." Experience proves the truth of this and forces the lesson deduced from it. What was the science of astronomy before the progress of mathematical philosophy, and its application to the improvement of the telescope? What was the science of navigation before mathematical science furnished charts of the ocean, and the knowledge of the stars directed the mariner through the pathless waters? The world is not sufficiently aware how much it is indebted to the secluded student. One man, like Sir Humphrey Davy, whose life is devoted to scientific research, or useful invention, is perhaps known scarcely beyond the precincts of his study and his home, yet becomes a benefactor, not only of his own age, but of all future time. In like manner, what was the science of education before the revival of learning in the reformation incited men to study intellectual and moral science and christian theology? What was the science of education before these affiliated sciences presented their light, their incentives, their invigorating power? The science of education was unknown until philosophy, ancient and modern, elaborated the true psychology of man. As to the higher department of education, no system of moral science at all deserving the name of ethical philosophy, ever appeared in the world until christian philosophy

gave the impulse and direction, and molded its form and features. If a blacksmith must know the nature and properties of iron, to mold and fit it for his purpose, why must not the educator know the properties of the substance upon which he works? Why must he not have a true ideal conception of the forms of moral grandeur, which under his plastic hand it may assume?

Let us elaborate for ourselves a system of so called psychology, after the fashion of Gall, and Spurzheim, which makes man a physical automaton, propelled by forty engines, called organs, and necessitated to act according to the nature, force, and reciprocal play of these organs; then education will be modified accordingly. Were I as an educator to adopt the system of craniology, taught by these men, my whole theory would be very simple. I would for the sake of popularity, drop the name craniology, though this is the real scientific name of this system of philosophy. This name, however, not being popular, according to recent usage, I would change to phrenology, which though altogether an assumption, will take, on account of its mellifluous sounding, and because the people generally, and young persons in particular, love the poetry of science. As a phrenologist, then this is my system of education. I would have ivory paper-folders of different sizes and weight, and gently rub them over the expanding foreheads and craniums of our youth of both sexes, morning and evening, and through the day, with varied exercises, which would delight the pupils, and thus invigorate and increase the size and power of the physical structure commonly called brain—the thinking apparatus of common people and philosophers. I would give to all the mothers and matrons in the land, a chart of their children's skulls, which would enable them to put their finger on their rising propensities, and control them as an engineer puts his finger upon the safety valve of a steam engine and controls it. This, if carried on from early life, when education should begin, and combined with the physical trainings of the whole muscular and nervous systems, would raise up a race of prodigies in every department of physical science, literature and philosophy. By this simple method, I would raise up poets who would sing sweeter than the music of the spheres; metaphy-

sicians who could determine whether distant places in the universe can be visited without passing through the intermediate points of space; and divines who could give you elaborate dissertations on the color of the Virgin Mary's hair, the different chemical properties of the different hues of red, black, or auburn, and the blessed influence of the aroma thence diffused. All this would result from the gentle, yet dextrous and continued working of your ivory paper-folder, and corresponding manipulations to make up the harmony of the system.

Be assured then, there is an intimate connection between the sciences, and especially those embraced in psychology, and your theories of education. If you are defective or erroneous in the one, you must be so in the other. Taking this view you will find a place in education for every one of the physical, mental and moral sciences, and for all liberal knowledge of the arts, music, poetry and painting, will not be regarded as mere adornments, but necessary appliances to develop the æsthetic part of our nature.

If I am asked what light psychology throws upon the science of education in aid of the elevation of man as an individual and in society, I would say for the present, it is enough that it illustrates what education really is, or ought to be. Psychology here is a regulator as really as christian theology. We need nothing new. Let us only remember and practically enforce the old. If God has created man with a three fold nature, physical, intellectual and moral, or religious, what wise man will attempt to sever the one from the other, crush the one by neglect and develop the other by every possible appliance? The separation can not be effected without the blight and almost the extinction of the highest and most authoritative impulses of human nature. If in physical training, the muscles could be strengthened to the exclusion of the nerves, the mistake would be slight compared with the unnatural divorce of the intellectual powers from the sensibilities, affections and indeed all the moral endowments of man. Man is a moral trinity. He has a physical, mental and spiritual nature. The God that made him one, made him the other. If one need training, cultivation, all need them. All need them alike. All ought to go on in har-

mony. The attempt to sever them, to ignore the moral and cultivate the mental, is an attempt to unmake man as God made him. It is now established that education is divided into three departments in harmony with man's nature—physical, intellectual and moral, or religious. Can the educator then as a philosopher, separate what God has united? If God has given to man understanding, memory, reason, they ought to be cultivated and properly directed. If he has given to man moral instincts, religious sensibilities, they ought also to be cultivated, matured, and properly directed. Who are to do this if not the educators of our land? And what kind of wisdom is that which omits the weightier matters of this law of nature, and applies all our resources to the least important part—the physical and mental.

If the educator sinks the dignity of his vocation into a mere teacher, or lecturer, he overlooks the essential nature of education as indicated by the philosophy of human nature. It is not an out-growth from an inner force, but a development from an outer influence. It is the leading out of the powers of human nature, and hence those powers must take the direction of the outward force which leads them. We often hear of self-educated men, but there is no such thing possible. If by this term be simply meant that a man may by the force of genius, gain great mental power and a high position in society, without the advantages of educational institutes, or passing through the routine of a college course, and earning a diploma, it might be safely admitted, but surely no wise man would call this education. I have never met a self-educated man who did not deplore the defects of his education. Hugh Miller, who did as much as any man to popularize science, and promote an important branch of it, was, both in his life and in his death, a splendid example of the defects of what is called self-education. There is in fact no such thing possible, if we take in view what education really is, and what it ought to be. There is indeed a sense of the word, and an important sense too, in which we may say that there are not only no self-educated man, but no uneducated men. There is an education of the fire-side, and of the streets, of the world, and of the church. A man can exist without occupying space, as really as he can live in a world like ours,

without being molded and trained by the influence around him, and made more or less a specimen of virtue or of vice. No genius is so exalted and peculiar as not to come under this unfailing law of humanity. The renowned Sir Walter Scott was educated by the circulating library in his neighborhood, in which he revelled, guided by a perverted taste, uncontrolled by wisdom, or authority, and therefore he became the most accomplished novelist of any age or nation. The gentle, lovely, learned and revered Philip Doddridge, was educated by the old dutch tiles in his mother's chimney corner, presenting the examples of biblical history in rude pictorial emblems, explained by maternal wisdom and solicitude; and therefore he became not only one of the best expositors of the word of God, but taking his wisdom from that fountain of light, he was also one of the most eminent and successful educators of his age. The education of that splendid genius, Lord Byron, was by the ignorant and viscious nursing maids to whom his mother consigned him in infancy, to permit her to go to balls and masquerades, so that when in after life he was sent to college, he came in at the front door and went out at the back door, and never caught the inspiration of the place. Here is the philosophy of his education. Here is the reason why he ridicules so keenly the patient persevering student who

"Sacrifices hours of rest to scan precisely metres attic,
Or agitates his anxious breast in solving problems mathematic."

As then there are no examples of self-education, or non-education as to the fact of authoritative control, or guidance in some direction, we are brought again to see the dignity and glory of the educator's vocation, to give to the unfolding powers of humanity such an impulse and direction as to make them move forever in a straight line toward the goal of intellectual and moral excellence. We are brought directly to the necessity of a high degree of culture in him to fit him for his noble work.

This proper direction depends upon the character and attainments of our teachers, their ideas of individual improvement and national progress. If they form just views of man in his varied endowments of intellect, taste, sensibility, reason, conscience, then their ideas of education will be to form

these elements of our nature into a comprehensive system of philosophy, and to bring man, the subject of their tuition and guidance, to their ideal conception of excellence.

And how, as lovers of wisdom, can they act otherwise? "For what," it has been asked, "for what does the physical universe exist?" "What means its stupendous harmonies, its ponderous order, its sublime beauty?"* Yes, what mean they, if not to give scope to all that is in man's nature, intellectual and spiritual? The universe and its author cannot be separated in the contemplations of the rational mind. The universe in its grandeur, and its author in his invisible yet radiant glory, are linked together in human consciousness as cause and effect. It is an attribute of human nature, in all the variety of race and condition, to look through the things that are seen, to the invisible and almighty Being by whose power they exist, and through which he manifests his invisible being and godhead. Every thing in the constitution of nature conspires to arouse and improve the latent powers of the mind. The love of knowledge is a natural endowment, the impress of Him who made man higher than the beasts of the field, and but a little lower than the angels. External nature, in its glories of earth or sky, is adapted to our intellectual and moral constitution—i. e., our reason, sensibilities, conscience and religious instincts; a sufficient indication of the beneficent intentions of our glorious Creator, preserver and guardian. The physical universe in its amplitude and grandeur, in its minutest atoms, in its garniture of field and flower, in "the dark unfathomed caves of ocean," or the running brooks of earth, in the gentle melody of the groves, or the sublime music of the spheres—the physical universe in all the variety of its objects, and the laws by which they are combined and governed, is adapted and designed to excite, expand, discipline, refine, mature and exalt our powers. Who, then, would break this golden chain of the physical, mental and spiritual?

III. *And now, in the third place, we can easily see the application of these principles to our national literature, and systems of national education in our public schools. The chief defect of*

* President Lathrop.

our national secular literature, history, our popular lectures, and our system of State education is, that they do not embrace these higher elements of education—moral and religious culture. The renowned Sir Walter Scott, in one of his Waverly novels, introduces a character who visits the sepulchres of the mighty dead, and guided by a love of truth alters the inscriptions on the tombs, changes the lying epitaphs into what he regards as simple matters of fact. Patriotism he changes into selfishness, military glory into murder, and in like manner he alters and reverses the epitaphs recorded on numerous monuments.

This is a stern censure upon human nature and had it been written by a divine, instead of a novelist, it would be regarded as taking too rigid a view of character. But philosophers look upon things as they are, and strive to make them what they ought to be.

Now look over the map of human society, in all the departments of its polite literature, history, systems of education, social, moral and political philosophy, and tell me as lovers of wisdom, whether there is scarcely any thing secular, that is what it ought to be. The reform which the novelist indicates the philosopher demands. The reform which the real lover of wisdom demands is the union of all that man needs in his education, the physical and mental properly adjusted with the moral and religious, and all developed in harmony.

To whom shall we look for this reform if not to our educators, who ought to be and who are the chief glory of our nation, precisely in the degree in which they estimate aright the philosophy of education and of progress.

Yet look over the programme of our public schools and see what text books there are for the inculcation of sound morality and religion; even natural theology. Some boards of education have recommended the use of an admirable book, Cowdery's Questions in Moral Science, and the use of the Bible without note or comment. Into how many schools are they introduced? How many minutes in a day are devoted to these higher questions of man's accountable being? As our schools are now graded, in the perversion which exists, there is not time for these higher elements of knowledge—they are jostled aside and crowded out.

The question now is presented before us—shall the educators of our land, with the wise and good, now awake and gird themselves for this reform? It will always be found that the public schools of a nation are a true exponent of its character. It will always be found that the educator makes the schools of a land what they are. The responsibility of determining this question, then, falls ultimately upon the teacher, as the one who may and ought to form and guide aright the public sentiment.

I ask you then as lovers of wisdom, whether the severance of the moral and religious element from our systems of education is not a fundamental departure from the true philosophy of human nature and of national life and progress? What are the inspiring incentives to every thing elevating and useful? What are the potent forces at work in individual man and in society? What causes advance in civilization, if not the moral and religious elements in man's nature? The philosophy of history, of human progress and elevation, as well as the philosophy of religion, all combine to exhibit this practical error, and its destructive workings upon society. Let this severance be made—let the Bible and all the high moral influences which arise from it be excluded from our public schools, and man will not only be dwarfed in the unharmonious development of his nature, but he will be educated an atheist. Secularism is the pabulum upon which his nature was fed and strengthened. He was not recognized as having any higher nature, and his noble powers, neglected, starved, are crushed, impaired, destroyed, as far as a false philosophy can destroy them. I am not now as a divine, pleading for the right of the Bible in our public schools, and the introduction of the moral and religious element in all our culture. I am speaking as an inductive philosopher, as a student of history, as an observer of the phenomena of society. The Bible inspires genius, promotes taste, refines manners, creates civilization. From it emanate the most inspiring influences, to urge man to improve his intellectual, social and political condition; and will you enter upon your work without its aid? The housewife may make bread without leaven, but what kind of bread will it be? And what kind of schools will you have in the exclusion of the Bible and the high incentives which

spring out of it? What kind of discipline will you have, if you throw away the highest and most authoritative kind of discipline? If you are not prepared to accept from the church its theory of christian education, then rise as high as the standard of heathenism. There is not a system of heathen philosophy, there never was one that was founded upon the absurdity of attempting to sever the constituent elements of human nature. All heathen literature, education, science, is instinct with the spirit of its national mythology and religion. If our nation is atheistic, then is this godless system of education the true one. But this is not the case. We are not heathen, nor mohammedan, nor infidel, but christian. The State does not exclude the Bible from our public schools, but only declares that its teachers must not impart a sectarian religion, which is perfectly proper. Yet many of our public schools are conducted upon principles that the heathen philosopher Socrates would condemn. "The Greek teachers, it has been well said, always led the mind upward, and always gave the people something to think upon. If philosophy was discussed, it was discussed in relation to the great problems of life and immortality. It was with knowledge and problems of thought—with problems that related to the existence and development of the soul, that Greek scholars and philosophers, soaring above the savans of our day, at once interested and elevated the people."* "The schools in China are instinct with the doctrines of Confucius. The schools in Turkey are imbued with the spirit of the Koran. And if the schools of America are not pervaded with the truths and principles of christianity, it will be because we are the most irreligious, or the most easily duped people the world has yet produced."†

This elimination of the moral and religious element in our national, secular education, is doubtless the chief cause of its present low condition. Let it not be thought that we are disposed to overlook all existing evidences of intellectual and moral elevation. Far from us be such a disposition. We see respectable school houses rising up around us in almost every district. There have been, it is affirmed on good authority—

* Cincinnati Gazette.

† Princeton Review.

there have been erected in this State, within five years, 2,700 school houses, at an expense of \$1,100,000. Of these 650 school houses were built the last year, at a cost of \$300,000 by special school tax. This looks certainly as though the inhabitants of this State cared something for public education. But it does not prove anything more than that we are making incipient efforts in the right direction toward education. Our legislators act for the best interests of the community in making appropriations for general education, both in common schools and in the higher seminaries of learning. We reap the advantages in a community consolidated and virtuous, in the degree in which our teachers are what they ought to be. But it does not prove that they are so. It is a laudable national provision, and may be made to result in incalculable good, if we can train a race of properly educated educators, to mold and guide aright and elevate the youthful population of the land. But it does not establish the fact that we are an educated people, or that our teachers are such. We cannot be educated in the exclusion of the moral and religious element. We may build in every village a respectable seminary, with an ornate cupola, and grounds adorned with trees and flowers; but even this will be no evidence that we are an educated people. The scholars may assemble and play pins in school, and quarrel on the play ground, and graduate, without being educated in the true sense of this exalted but often misused term. The distinguished French pastor, Oberlin, visited a school in his parish, and saw some boys playing pins upon a bench. He enquired of the teacher do you permit that? "O yes," was the reply; "O yes, the dear little fellows, it keeps them still." "True enough," said Oberlin, "but do you think their parents sent them here for that?" "O yes," said the teacher, "they merely sent them here to get rid of them at home, and keep them out of the streets. They employ me to take care of them, amuse them and keep them in good humor." "I can scarcely think," said Oberlin, "that the parents of those precious youth have such low ideas of education." "O yes, they have," said the old man, "for if they really wished them to be educated, they would not have employed me, for they know very well that I make no pretensions of that kind myself."

I am far from intimating that our views of education are not in advance of these. Yet it is no fiction that there are in our land thousands of parents, and many teachers, of whom this is scarcely a caricature. And no wonder. Look at the influences at work around us. We are all perverted, teachers as well as others. Look at our secular polite literature, our poetry, Belles-Letters, our popular lectures, in all their varied departments, and tell me if a reform is not needed. I say nothing of the namby-pamby literature of Ladies' magazines, the sickly sentimentalism of the romantic school of novels which is spreading over the land on the wings of the wind, and perverting not only our youth but often their teachers

I make no objection to this branch of our secular literature, merely if it happen to be fictitious, for truth may thus be imparted, and noble principles and impulses thus communicated. But a philosophical objection to this species of literature is, that in the imperfection of the human mind, the want of time to study the sciences and useful literature, as marked out in the programme even of an educational institute, is reason enough why no teacher should indulge in the literary drunkenness of habitual novel reading. Yet the facts in this matter are melancholy. It has been credibly stated that of 2,000 volumes recently issued in a year, in our own country, about one half were works of fiction and imagination. In France, only about one-ninth of the number of books published were of this character, and in England only about one-seventh. If upon the true commercial principle we determine that demand creates supply, this indicates the taste of the reading community, and this explains the reason why our youth and the teachers of our youth, are educated so imperfectly in natural science, intellectual, moral and religious philosophy.

But as a lover of wisdom my objections to this species of literature lie deeper than the bare fact that it is fictitious. It is because the world is perverted, and the sons and daughters of fashion, choosing to display their genius in song and romance, perpetuate the perversion, and lure our unsuspecting youth only to poison and betray. The evidence is on every hand. But I have higher quarry now. This perversion of

the world's literature is not confined to any school or department of letters. Even the better portion of mere secular historical literature is liable to the same objection. Hume's History of England, with all its excellencies, cannot be read without injury, unless we know enough of the man and of cotemporaneous literature, to make allowance for his prejudices and passions. The accomplished and judicious Hannah More designated the work, "a serpent twined in the midst of flowers." Gibbons' elaborate and splendid history of the Decline and Fall of the Roman Empire will poison our youth unless they know enough of the character and history of the man to know that there were two things in the world that he hated, and two of the very best things in the world—woman and christianity. Allison's History of Europe is a splendid declamation against republicans, and an elaborate defense of aristocratic institutions. Carlyle says of Voltaire that he read history, not with the eye of a devout seer or a candid inquiring student, but with a pair of mere anti-catholic spectacles.

Now, who is to furnish our youth and others with the right kind of spectacles to read history and other books aright, and with profit, if our teachers be not taught; if they go with the current of the world's perversion; if they take from romance their knowledge of man, of human relations and duties?

Under such influences our present educational system was formed, and the Bible of the moral and religious element in education jostled aside and crowded out.

Under the influences of such a system in one part of our country, the better class of our youth—the females—are suffered to run with the negroes, and get all their peculiar phraseology and habits, and then at sweet sixteen sent to a fashionable seminary to get a little polish, a little French, a little music, a little Latin and Greek. Three years completes their course, and they are finished.

In another part of our country, the romantic school gives law, and modifies education and improvement. School exhibitions degenerate into schools of scandal. The noble science of elocution is changed into theatrical display, with the accustomed costume and trappings of the drama. In a pleasant

and retired village in the neighborhood of a great city, some time since, there was a school exhibition, in which dramatic performances were introduced. One young lady manifested such artistic skill and consummate genius, as to excite the admiration of all. It so happened that the proprietor of a theater in one of the great cities was traveling through the place at the time, and thought he could make capital out of this young woman, seduced her from her parents, introduced her upon the boards and educated her for one of the most accomplished actresses of modern times. If anything of the kind should happen in any of our villages; if any strolling player should fix his vulture eye upon any of our youth, and thus control their future life, I ask, with all solemnity, who will be responsible, if not the school directors, principals and teachers, who were accessory to such perversion?

The sum of the whole then is that the moral and religious element must permeate the whole course of national education, or the youth of the land will not be educated; that the educators must be grounded and settled in the conviction that their vocation is designed for something more than to teach plus and minus, or that Saturn has a beautiful belt, and Jupiter four moons.

If the Bible can be introduced in our schools, and the moral and religious element be infused in education without sectarianism, as most certainly they can, then this reform ought to be accomplished everywhere, as it is in some parts of our land. If these things ought to be, then the teachers of our nation must have those intellectual and moral endowments which will incite them to enter upon their work with interest, diligence, judgment and zeal.

With such a spirit and such a standard in the army of educators, male and female, in the school houses of our land, molding and guiding aright our youth, they will exhibit, in actual real life, the beautiful conception of the poet, and present to the admiring gaze of a coming generation:

"A combination and a form indeed
To give the world assurance of a man."

Society will put on a different attire. Legislation will be another thing. Christianity, as we find it around us, will be

modified, and present its native, inherent attraction. Arise, then, teachers of Indiana, arise!

"Mount up the hight of wisdom, and crush each error low,
Keep back no words of knowledge which human minds should know.
Be faithful to life's mission, in honor of thy Lord,
And then, a noble chaplet, shall be thy just reward."

[For the Indiana School Journal.]

FOREIGN CORRESPONDENCE.

Halle, Germany, Jan. 29, 1860.

MR. EDITOR.—Halle is one of the most famous places in the world for schools. It is a very old town with the most curious houses and streets one could imagine. The houses are all of brick, some with the plaster still on the outside, and some with it all fallen off, and there is hardly a new house in the whole city. The streets look as though they were built on cow paths; they are so crooked and so narrow. Sometimes houses four or five stories high are on streets no wider than our narrowest alleys, with no sidewalks, so that people, horses, donkeys, wagons, and dogs must go together in the middle of the streets on the muddy and rough stones. Although it has 40,000 inhabitants, no one would think, in walking through such streets and seeing such houses, that this is the place for famous schools.

They are situated at one side of the city, and as one approaches them they look like great barracks, with a high stone wall around the side that faces the city. The houses are all old with beams showing, and look as though they were ready to tumble over. They are built in two long rows with a street in the center. We enter the school by going up a flight of stone steps in the front of a large building. We then pass through a short hall, on one side of which is the drug store, on the other the book stores of the schools, and then go down as many more steps into a street that is nearly a quarter of a mile long, with nothing but high school houses

on each side, all filled with scholars. These schools hold all together upward of three thousand scholars, under the head of one Director.

Behind these houses is another one, lately built, situated in a small gravel yard, and in the corner of a large field, where the scholars play in summer—mostly the boarding scholars. At one end of this field there is a gymnasium, where they are taught to exercise twice a week; over one hundred scholars are there at once, with about eight teachers. The smaller boys are taught by the older ones under one Director, who, to begin with, gives them a lesson in stepping and throwing out their hands, which is very good exercise, then each class begins; some jumping, some turning, and some swinging, for an hour. If the boys here haven't roads, woods, and commons to play in, they make up in such things.

Well, to go back to the school. I started one morning at eight o'clock for this new school, and although it was hardly light, yet great swarms of scholars, from ten to eighteen years of age, from every direction were crowding to school; the smallest with knapsacks on their backs, which gave them the appearance of a broken army. I went along with this crowd, each boy near staring as though American boys were great wonders. I soon went up the steps in front, and after going up to the second story, entered a small corner room where there were about thirty scholars. It is the custom here to take off the hat as soon as one enters the hall, and I found myself once right before the Director, a cross-eyed man, who was staring me in the face, while I was more than half way up the steps with my hat on my head. Soon the clock struck eight, and one teacher after another entered, until twelve o'clock, giving the scholars a short recess, to eat their hunks of black bread, between times, and as many more recesses as they choose when the teacher was out.

There is a bakery under the school house, where the boys buy their bread between every hour, if they don't bring it from home. It would make me hungry to see the boys eat decent bread, but it makes me sick to see them eat the horrible black bread. It is made of barley instead of wheat, and tastes as though it was softened by liquid quinine, instead of milk.

Each teacher is as different as possible, both in appearance and in manner; some are cross, frightening the scholars at nearly every word they say, and others witty, making them laugh at nearly every word. The witty teachers punish mostly by making them write the lesson over. They pull their ears when they recite well to make the others laugh. The cross teachers are very hard on the boys, beating them over the head and on the back like a dog. The rudest thing I have seen in the German boys is their laughing when the boy is receiving the most severe beating. An American boy, on the other hand, would pity and would be glad to help the sufferer. If an American boy would see the punishment here, he would think it fun in the schools at home.

The German boys never think of saying anything against their teachers after the most severe punishment; they take it as though it was the teacher's duty to punish, and none of his business to complain of this or that, or because the teacher had punished him for nothing. They all respect their teachers, too, very much, and will do a great deal for them; they rise from their seats as he enters and make him a bow; if he happens to sneeze they say some polite word—*zur Gesundheit*—(to your health); wherever, or whenever they meet him in the streets, they always take off their hats to him.

The most of them are very ugly, but dress rather better than American boys, although they are not so clean; their school rooms are always as dirty as the sandy dirt of Halle can make them, and the desks are kept no better than the floor. The desks are made of oak and painted; they are long, and one room never has over three isles, one at each side and one in the center, so the scholars have to walk on them to get to their seats.

The lessons are divided into weeks instead of days, thus :

Monday—From 8 to 9 o'clock, Latin; 9 to 10, French; 10 to 11, History; 11 to 12, French; 2 to 3, Geography; 3 to 4, Writing.

Tuesday—From 8 to 9 o'clock, Latin; 9 to 10, German Exercises; 10 to 11, Arithmetic; 11 to 12, Mathematics; 2 to 3, Mathematics; 3 to 4, French.

Wednesday—From 8 to 9 o'clock, Religion; 9 to 10, Ger-

man Exercises; 10 to 11, French; 11 to 12, Singing. Afternoon, no school.

Thursday—From 8 to 9 o'clock, Writing; 9 to 10, Mathematics; 10 to 11, Arithmetic; 11 to 12, Latin; 2 to 3, Geography; 3 to 4, History.

Friday—From 8 to 9 o'clock, Latin; 9 to 10, German Exercises; 10 to 11, French; 11 to 12, Mathematics; 2 to 3, Drawing.

Saturday—From 8 to 9 o'clock, Religion; 9 to 10, German Exercises; 10 to 11, Arithmetic; 11 to 12, French. Afternoon, no school.

The scholars don't have to study any history; the teacher gives them a lecture. German exercises consists of different things, sometimes they read, sometimes they have grammar, and sometimes they have speaking. Religion is taught in some schools two hours a day; but in this one only twice a week. The drawing is admirable; boys of ten and twelve years can draw as well as if they had been taking lessons a long time.

AN INDIANAPOLIS BOY IN GERMANY.

[For the Indiana School Journal.]


IMPORTANCE OF THE LUNAR THEORY.

To the physical Astronomer, the theory of the moon is, in merely a speculative point of view, a subject of great interest. In regard, however, to general, practical importance, it is scarcely surpassed in the entire range of scientific research. This is obvious from the single fact that the motions of our satellite afford the means of determining the place of a vessel at sea, and that consequently a knowledge of the lunar theory underlies the whole science of navigation.

The first person who suggested the practicability of finding the longitude at sea by observing the distance of the moon from the sun or a given fixed star, was John Werner, of Nuremberg, whose published recommendations of this method dates as early as 1514. Apian, Repler, and other Astrono-

mers of the sixteenth and seventeenth centuries, recommended the investigation of the lunar motions for the same purpose. At this time, however, no instruments had been constructed by which small angular distances could be measured with sufficient precision to render this mode available in practice. But the great difficulty to be overcome was the imperfections of the lunar theory itself. The constant danger to which property and life were exposed in the prosecution of long voyages, induced enlightened governments to offer large rewards for the construction of tables representing the moon's place in the heavens with such accuracy as to enable navigators to determine their longitude. Philip the III. of Spain, in 1598, promised a recompense of 100,000 crowns; the Dutch soon after proposed a reward of 30,000 florins; in 1714, the Parliament of Great Britain passed a bill granting 20,000 pounds as a compensation to the person who should solve this difficult and important problem. Finally, the Regent Duke of Orleans, in 1716, offered 100,000 francs for the same purpose. These rewards, the high distinction to be won by the successful competitor, and the intrinsic importance of the subject itself, could not fail to attract the earnest consideration of Astronomers and Mathematicians. Tobias Mayer, of Gottingen, computed the first tables which had the required accuracy. He accordingly sent them to London, (1755,) and claimed the offered prize. They were submitted to the Astronomer Royal to be examined, and compared with observation. This was a work, however, requiring considerable time; and it is painful to reflect that the young Astronomer, exhausted by intense application, died before the decision was given in his favor. His widow received a part of the recompense offered by Parliament—an equal part being at the same time awarded to Euler, to whose labors Mayer had been largely indebted.

D. K.

 Do not fail to read the advertisements in this No. of the *Journal*, and point them out to all patrons of your school, all trustees, and all directors. Do not mope along without tools, always. If a trustee needs an extra No. of the *Journal* to study the advertisements, send for one, we will send it gratis in all such cases.

[From Indianapolis Daily Journal.]

**"SHOULD THE OFFICE OF SCHOOL EXAMINER
BE CONFINED TO PRACTICAL TEACHERS?"**

MR. EDITOR:—By your permit we wish to occupy a small space in your columns on this subject. On first thought, it may seem that such articles should be handed to the "School Journal," which is devoted to the general subject of education. A second thought, however, assures us that the School Journal reaches only a small part of that class of community for which this article is specially designed, viz: boards of county commissioners. These boards are, by law, entrusted with the appointment of county examiners, i. e., examiners of teachers. Our caption is taken from the proceedings of the last State meeting of the teachers, wherein this question was discussed. We wish to offer a few reasons why this duty, the examination of teachers, should in the general—indeed with but the rarest exceptions—be confined to "practical teachers." 1. The custom of other professions says it should. Lawyers, when about to graduate a young man, or class of young men, in the science and practice of law, do not call in a committee of doctors upon the professional attainments of these young men. Medical schools do not call a committee of teachers or bankers to decide upon the qualifications of their candidates for diplomas; neither do theological schools call a committee of editors or physicians. No—each of these, with the rarest exception, calls men of its own profession. Why?—for the plainest of all reasons, that the professional knowledge they possess, or at least are presumed to possess, peculiarly fits them to judge as to the possession of this knowledge by others.

Indeed a class of young lawyers or physicians would regard it as a farce, perhaps as an insult, were their preceptors to tell them they could receive no certificate of professional standing until they were examined and adjudged worthy by a committee of school teachers. Why should this be regarded as a farce or an insult? Is it because these teachers are not possessed of common understanding, or because they are

uneducated? No, neither; but because of the very obvious and sufficient reason, that their education is more or less confined to their own profession, having in it little or nothing common to the profession of law. This reason is at once clear and, we presume, satisfactory, so far as it relates to the legal and the other two professions—medicine and theology. This true, why should not the same obtain in the profession of teaching? Yes, we say why? Will some one tell us why? If no one gives a "why," we shall conclude there is none, (for the present we can see none,) and hence maintain that the custom of other professions should be the custom relative to teachers, viz: that teachers should, in general, be the examiners of teachers. Such, we think, is the reason custom offers concerning this question.

2. It is now beginning to be believed that mere book knowledge does not constitute the sole qualification of the teacher. (May this belief soon intensify into universal conviction.) The other element that is becoming to be believed a part of qualification, is some knowledge of the art and science of teaching. Allowing this to enter as an element of qualification, and consequently a subject for the examiner's attention, the question arises, who is the most competent to examine the teacher concerning the science and art of teaching? *Is it the man who knows nothing whatever experimentally concerning this qualification? Is it the man who does not even read an educational journal or other works on the science and art of teaching, or perhaps does not attend an institute or other educational association once in five years, nor even visit a school once in a quarter?* The answer is direct and unequivocal. No! And it is passing strange that it ever entered into the heads of the various county commissioners throughout the State to make so generally such appointments. It is also strange that teachers of public schools, who must by virtue of their position be examined, have never raised their voices against such a course. The question then recurs, since the above are not the most suitable, who are? The answer, we think, is as the above, plain and unequivocal, viz: Teachers—teachers of experience, zeal and love of their profession.

To elaborate this last position a little more minutely, we

maintain that the examiner who looks no farther than to the mere book learning of the teacher, bases his examination on insufficient grounds, hence liable at any time to issue certificates unjust to the teacher and community. Sometimes the candidate for examination has but small book learning, but large experience and great "aptness to teach;" hence the decision given by the examiner, who looks at learning only, wrongs this teacher, and through him community.


Again, the examiner will meet the candidate who is all learning, knowing everything and the price of it, so far as that can be learned from books; Latin, Greek, Hebrew, Chemistry, Astronomy, &c., to such an extent, indeed, as I once knew one, that were he to open the charged batteries of his brain upon his examiner, he would think that all of Sebastopol had opened upon him at once, each gun being charged with roots and branches of half the sciences of earth. And yet that man was unsuccessful in the management of a few dozen students in an humble academy.

Hence, the examiner who takes note of book learning only, is constantly deciding on insufficient grounds; and this, we claim, is the condition of almost every examiner who has never had experience as a teacher.

This article being already too long, we leave this subject for conclusion in another.

PARENT.

A COURSE OF STUDIES FOR COLLEGES.

 BY REV. W. M. WIGHTMAN, D. D., L. L. D.

A course of studies is to be determined, of necessity, by the great ends proposed to be accomplished by liberal education. These ends, it is agreed by universal consent, are the harmonious and symmetrical development of the various mental faculties, and the training of them to habits of patient attention, thorough analysis, methodical progress, and energetic activity. There must be studies adapted to an earlier

as well as a later period of mental unfolding, and studies embracing variety and compass suited to the several mental faculties and susceptibilities; studies which confer direct advantages by enlarging the student's field of knowledge, and studies which are mainly valuable in their remote results, as ministering to ulterior progress.

In determining these, there are one or two points which must be considered fixed by general opinion in this country :

1st. Only four years can be commanded as the longest period for collegiate education. The course must be a four year's course, to be begun and completed within these limits of time, whatever may be the extent of subjects embraced. To add even one more year, however desirable, seems hopeless, in a country so proverbially *fast*, as ours.

2d. A large majority of the young men who matriculate at our Colleges, range in age from fifteen years and upward.

3d. Of those applying for admission as under-graduates, many are imperfectly prepared. Some have not studied the requisite amount in the texts preparatory to college training; and others, if they have reached the maximum amount, have yet gone over their preparatory course superficially. Any proposed curriculum of studies must, to a great extent, be conditioned by these circumstances. We must make it the best we can, in view of the limits within which we are allowed to work.

As an instrument of liberal culture, peculiarly adapted to the growing mind, and indispensable in its manifold uses, the study of Latin and Greek must ever hold high rank. These languages afford the best means of attaining an accurate and philosophical acquaintance with the principles of universal grammar. They furnish better facilities for learning philology than our own language can pretend to. And when the connections between philology as thus acquired, and history, philosophy, criticism, and political science are considered; and when, moreover, it is observed that the study of Latin and Greek is so admirably suited to periods of mental development prior to the more matured powers of judgment and analysis demand for the grasp of the higher mathematics, or the profounder relations of metaphysics and moral science, the importance of this element in a course of

study is abundantly obvious. These languages, also, are so perfect; they embody such admirable models for taste, in poetry, history and eloquence; they awaken so enthusiastic a love for letters; they connect us by such vital bonds with a wonderful past civilization; they array before us so august a procession of great names, that scholarship in the absence of classical learning would evidently be shorn of its main strength and richness, would belie its very name, and refuse the "golden keys" which open the recesses and lay bare the stores of the noblest literature. To enfeeble classical studies would, in the language of Cousin, be "an act of barbarism, an attempt against true civilization, and, in a certain sort, the crime of lese-humanity."

[To be continued.]

Mathematical Department.

DANIEL KIRKWOOD, Editor.

SOLUTIONS OF PROBLEMS.—PROBLEM No. 124.

If the matter of the moon were equally diffused over the earth's surface, and its momentum of *orbital* revolution converted into momentum of *rotation*, in what time would the united mass revolve on its axis?

J. E. Henricks writes, "As the answers given to problem 124 differ widely, and but one solution has been published, I submit the following upon the published solution:

"Adopting Mr. Staff's notation, we have $\pi(s^2 - e^2)$ for the area of the ring made by a section of the shell; but, if there were no objections to the method by which Mr. Staff has determined the radius of gyration of the shell, it would be sufficient to say that this function becomes discontinuous when $x=e$, and therefore the resulting expression cannot be

integrated between the limits $x=0$, and $x=s$, as is done by Mr. Staff. Besides this objection, however, Mr. Staff has assumed that x is the distance of the element from the axis of rotation, and has multiplied the differential of the shell by its distance (or what he supposed to be its distance) instead of the *square* of the distance, as he should have done.

"The radius of gyration of the shell, when the earth is assumed to be a sphere, is readily found to be

$\sqrt{\frac{2}{5} \left(\frac{s^5 - c^5}{s^3 - c^3} \right)} = 3242$ miles, instead of 1000, as determined by Mr. Staff. The solution contains several other errors, some of which are probably typographical."

MR. HENDRICK'S SOLUTION.

Let a represent the earth's equatorial radius; k , its principal radius of gyration; b , its semipolar axis; m , its mass; v , its angular velocity; h , its moment of inertia; and f its moment of impelling force arising from its motion on its axis. Also let m' represent the mass of the moon; v' , its orbital velocity; f' its moment of impelling force arising from its orbital velocity, and let A represent the mean angle which the plane of the moon's orbit makes with the earth's axis: and let a' represent the equatorial radius of a spheroid similar to the earth and equal to the combined mass of earth and moon; k' , its principal radius of gyration; b' , its semipolar axis; h' , its moment of inertia, and v' its angular velocity. Then by the principles of mechanics we shall have

$$v = \frac{f+f'}{h'} \dots \dots \dots (1)$$

Also, we have $f=vh$, $h=mk^2$, $m=\frac{4}{3}\pi a^2 b$, and $k^2=\frac{2}{5}a^2$.

$$\therefore f = \frac{8}{15}\pi v a^4 b' \dots \dots \dots (2)$$

$$f' = m'v' \cos A, \quad m' = \frac{1}{81}m = \frac{1}{81}\pi a^2 b, \\ \therefore f' = \frac{1}{81}\pi v' a^2 b \cos A \dots \dots \dots (3)$$

$$h' = (m+m') k'^2, \quad (m+m') = \frac{4}{3}\pi a'^2 b', \quad k'^2 = \frac{2}{5}a'^2. \\ \therefore h' = \frac{8}{15}\pi a'^4 b' \dots \dots \dots (4)$$

$$\therefore \frac{f+f'}{h'} = \frac{\pi a^2 b \left(\frac{8}{15}va^2 + \frac{1}{81}v' \cos A \right)}{\frac{8}{15}\pi a'^4 b'} = \frac{a^2 b (va^2 + \frac{1}{32}v' \cos A)}{a'^4 b'}$$

$$\text{Putting } a=1, \text{ and } v=1, \text{ we find } b = \frac{301}{302}, \quad v = \frac{59.9}{27.32}, \cos A =$$

$$.917, \quad a' = 1.004, \text{ and } b' = 1.00067, \text{ consequently } v = \frac{f+f'}{h'} =$$

$$\frac{1.05933}{1.01723},$$

and the required time is 23 hours and 3 minutes, nearly.

PROBLEM No. 135.

A cylindrical tube, of uniform diameter, and four feet long, closed at one end, is introduced, perpendicularly, with its open end, into water, till its lower end is 20 feet below the surface. To what height will the water rise in the tube? The atmospheric pressure being equal to 34 feet of water.

SOLUTION.—BY JOEL E. HENDRICKS.

Let x = the height to which the water will rise in the tube, and let d represent the density of the atmosphere at the surface of the water, and d' its density within the tube, when submerged as required: then is the elastic force of d = the weight of a column of water 34 feet in height, and the elastic force of d' equal the weight of a column the height of which is $34 + 20 - x = 54 - x$. Therefore, (by Mariotte's law,) we have $4 - x : 4 :: d : d'$; or, $4 - x : 4 :: 34 : 54 - x$, whence $x^2 - 58x = -80$, and $x = 1.42$ feet, nearly.

PROBLEM No. 137.

The largest equilateral triangle that could be laid off in a certain circle measured from a point within the triangle to the three angles severally, 18, 22, and 32. The area of the circle is required.

SOLUTION.—BY F. J. V. V.

With the three given lines, 18, 22, and 32, construct a triangle ABC , in which $AC = 18$, $CB = 22$, and $AB = 32$. Upon the side AB construct an equilateral triangle ABD , then draw the diagonal CD of the parallelogram $ACBD$, which is equal to one side of the inscribed equilateral triangle.

Having the three sides of the triangle ABC , we find $CD = 39.62$, and the area = 1643.84.

PROBLEM No. 139.

Suppose three equal circular bins four feet high, to be so placed as to touch externally the space between and external to them at the center to contain fifty bushels. What is the area of one section of each bin, and what the circumference of a circle which will be tangent to three bins when placed together.

SOLUTION.—BY F. J. V. V.

Let r = the radius of the bins; R = the radius of the tangent circle, then $r^2\sqrt{3} = \frac{\pi r^2}{2} + 2244$, from which we have $r^2 = 13891$, and one section of each bin = 7276.63 square inches. By connecting the centers of the bins an equilateral triangle is formed, one side of which = $2r = 223.6$ inches. If lines be drawn from the center of the tangent circle to each angle of this triangle, it will be divided into three equal isosceles triangles, in which the angles and one side are known, from which we find the distance from the center of the tangent circle to the center of the bins = 125.4 inches. The sum of this and $r = R = 243.2$; and $2R \times S = 899.8$ inches.

PROBLEM No. 150.

Solve the four equations:

$$(1.) \quad x^2y^3 + uxyz + u^2z^2 = 460.$$

$$(2.) \quad \sqrt{(1+2xy-y^2)} = x.$$

$$(3.) \quad \frac{u^2z^2}{xy} + xq^2 + uz = 38\frac{1}{2}.$$

$$(4.) \quad u^3 + u^2z^2 = 5.$$

SOLUTION.—BY THE EDITOR.

Equation (2) gives $x-y = \pm 1$, whence $= \pm 4$ or ± 3 , $y = \pm 3$ or ± 4 ; which substituted in (1) give $u^2z^2 + 12uz - 460 = \pm 432$ or ± 576 .

Representing either of the values of the second member by a , we have $uz = -6 \pm \sqrt{(a+496)} = 2$, or $= -14$, or $=$ one of two surds, or $=$ one of two imaginary values. Hence by (4) we have $u^3 = (5 - u^2z^2) = 1$, or $= -191$, &c.

$$u=1, \text{ or } r, \text{ or } r^2$$

$$\text{Or} = -\sqrt[3]{191}, \text{ or } -r\sqrt[3]{191}, \text{ or } -r^2\sqrt[3]{191},$$

$$\text{Or} = b, \text{ or } rb, \text{ or } r^2b,$$

In which r is one of the imaginary cube roots of unity, and b is one of the surd or imaginary values of $5 - u^2z^2$. Of the 24 values of a , therefore, one is real and entire, 7 are real surds, and 16 are imaginary.

Editorial Miscellany.

A WORD OF CHEER.

That great English writer, Dr. Johnson, has very justly remarked that "the highest human felicity is to struggle with difficulties and to conquer them; the next highest is to struggle and *deserve to conquer*." The latter joy has already been the rich reward of the live teachers of Indiana. The former felicity *awaits* them.

We have spent almost three months in traveling over several counties of the State, and we return home very greatly encouraged, rejoicing in the opening prosperity we have seen. In the wake of material progress, we behold everywhere the evidence of a strong and restless desire for the attainment of something more than merely physical comforts. We are certainly advancing; the tide of public sentiment is slowly yet surely taking the right direction. Young men with more liberal and enlightened views in regard to that great element either of State or local prosperity, *free education*, are fast coming to our aid. Thus already, after long and desperate conflicts, have three States been revolutionized on this subject, by the rising and impetuous tide of the educated youth who gather to the ballot boxes, from year to year, in greatly increasing numbers. What has been accomplished elsewhere, can be done here as well. There are many cheering tokens to show that the advancing stream of life, glowing with the inspiration of the age, bears along in its swelling current *victory* for us also. We have already frequently alluded to the host of new and excellent public school houses built during the last year. Several of these in our towns are superb.

The one just finished at Columbus is an example. It was built entirely by taxation; and wonderful to tell, this tax, heavy to a degree, has been most cheerfully, almost exultingly paid. The building is of the collegiate gothic style, with eleven or twelve rooms, and must have cost nearly ten thousand dollars. At Evansville one has been erected at a cost very considerably greater, for the use of the graded free schools of that favored city; and another one of equal value and magnificence is under contract, and will be built during the coming summer in the same town. At Fort Wayne there are two graded school houses which cost twelve or fourteen thousand dollars each.

We intend to present an account of all the graded public schools in the State in a future number of the *Journal*, with the names of the teachers and trustees.

We know that the demand becomes more earnest and better defined for graded free schools ten months in the year in all our towns, and for a regular six months' free school in all the rural districts. Before long this demand will become clamorous and irresistible. The dissatisfaction with the present order of things is more palpable from day to day.

INSTITUTE MEETING AT AUBURN.

AUBURN, November 21st, 1859.

Institute called to order at 10.30 (Mr. Royce in the chair) by reading the Scriptures and prayer by Rev. E. Wright.

On motion of Mr. Larimore, James Colgrove was appointed Secretary.

After the introductory remarks of Mr. C. S. Royce, in which the general plan of the Institute was clearly set forth, Rev. E. Wright addressed the Institute on the importance of taking notes, and benefits resulting therefrom. After which teachers were assigned homes during the session.

On motion, adjourned to 1.30 P. M.

AFTERNOON SESSION.

Institute called to order at 1.30. Time from 1.30 to 2 occupied by J. Colgrove on Mental Arithmetic; from 2.05 to 2.35, Mr. E. Wright on the subject of English Grammar, in which the divisions of the science, the lecturer's idea of presenting the subject were clearly set forth.

The Institute took a recess of five minutes, after which Mr. Royce presented the subject of Phonology, practising the members in deep breathing. After a recess of five minutes, Mr. Larimore addressed the Institute on the subject of Physiology. From 4 to 4.30 was devoted to general business and criticisms, after which the Institute adjourned to meet at 6.30 in the evening.

EVENING SESSION.

Institute met at 6.30. Mr. C. S. Royce entertained the Institute for an hour with a very appropriate and instructive address on the subject of Moral Culture in schools. A discussion of topics in the address followed in which Colgrove, Hadsell, and Larimore took part.

On motion, adjourned.

JAMES COLGROVE, Secretary.

AUBURN, November 22d, 1859.

Institute called to order at 8.45. President in the chair, a portion of Scripture read by Mr. J. Colgrove, and prayer by Mr. Larimore.

On motion by J. Colgrove, A. Larimore, H. P. Colgrove, Miss V. M. Ward were appointed Committee of Finance. From 9 to 9.45 Mr. Royce on the subject of Elocution; want for reading and speaking of a clear resolute voice; practice on the three varieties of breathing. Institute took a recess of five minutes. After which Mr. J. Colgrove presented the subject of Geography in four divisions, Mathematical, Physical, Phenominal and Political. Distance from the earth to the sun ninety-five millions of miles. He explained how the distance was determined by a diagram on the black-board. Inclination of axis, illustrated by hat, apple and ratan. Recess. From 10.25 to 10.55, Written Arithmetic by Mr. A. Larimore; he explained the process of reading numbers by the French method; he would require pupils to give definitions accurate. Institute took a recess of five minutes. From 11 to 11.45, remarks by Mr. Royce, topic, Theory and Practice of Teaching, divided as follows: 1. Preliminaries. 2. Study. 3. Recitation. 4. Government. From 11.45 to 12, miscellaneous business and criticisms. After which, adjourned to 1.30 P. M.

AFTERNOON SESSION.

Institute was called to order at 1.30. The subject of Physiology was not taken up this half hour, and Mr. Royce occupied the time with remarks on Phonology. From 2.05 to 2.35, the time was occupied by James Colgrove on Mental Arithmetic. After a recess of five minutes, on motion by J. S. Casper, 45 minutes was devoted to Algebra, the exercises conducted by Mr. J. Colgrove. From 3.25 to 3.55, remarks by Mr. Wright on the subject of English Grammar. From 4 to 4.30, Criticisms &c. Mr. J. Colgrove closed the scene by reading a love-letter. Adjourned to 6.30 in the evening.

EVENING SESSION.

The Institute met at 6.30. Mr. Barrot entertained the Institute for one hour and twenty minutes with a very appropriate and instructive address on the subject of Physiology. A discussion of topics in the address followed, in which J. Colgrove, A. Larimore, E. Wright and C. S. Royce took part.

Institute adjourned.

B. A. HADSELL, Sec'y.

AUBURN, November 23d, 1859.

Institute called to order at 8.45. President in the chair. After calling the roll, music, Scripture read by Mr. Royce, and prayer by Mr. Larimore.

From 9 to 9.45, time occupied by Mr. Royce on the subject of Elocution. After a recess of five minutes, James Colgrove occupied thirty minutes with remarks on the subject of Geography. Recess occupied in singing.

From 10.25 to 11.45, time employed by Mr. Larimore, topic, Written Arithmetic. Recess of five minutes.

From 11 to 11.45, remarks by Mr. Royce on the subject of *Theory and Practice of Teaching*. The division of study was taken up and talked about, its object, &c.

From 11.45 to 12, criticisms and miscellaneous business.

On motion, Institute adjourned to 1 P. M.

AFTERNOON SESSION.

Institute called to order at 1 o'clock. Remarks by Messrs. Larimore, McGanagal, Hendricks and Colgrove. Members of the Institute were called upon to contribute to defray the expenses of said Institute.

From 1.30 to 2, Mr. J. Colgrove conducted the exercises, topic, Algebra. Institute took a recess of five minutes, after which Mr. Royce occupied half an hour on the subject of Phonology. Recess of five minutes.

From 2.40 to 3.20, Mr. J. Colgrove on Mental Arithmetic.

From 3.25 to 4, remarks on the subject of English Grammar by Mr. Wright.

From 4 to 4.30, time devoted to criticisms.

Institute adjourned to 6.30.

EVENING SESSION.

Institute met at 6.30. Rev. Mr. Wright entertained the members of the Institute, and others, for an hour and twenty minutes with a suitable lecture on the subject of Philosophy of Education and Progress.

Discussion of topics in the lecture then followed, in which Hendricks, Barrot and Royce took part.

On motion, Institute adjourned.

B. A. HADSELL, Sec'y.

AUBURN, November 24th, 1859.

Institute called to order at 8.45. Mr. Royce in the chair. Roll called by the Secretary. Scripture read and prayer by Mr. Larimore.

From 9 to 9.45, Mr. Royce occupied the time with remarks and practice on Elocution. Institute took a recess of five minutes.

From 9.50 to 10.20, Mr. J. Colgrove made some remarks on the subject of Descriptive Geography.

From 10.20 to 10.36, remarks by Mrs. L. Faurot were listened to with marked attention by the members of the Institute.

The remaining ten minutes were occupied by Messrs. J. Colgrove and Royce.

On motion, Institute adjourned to 1.30.

AFTERNOON SESSION.

Institute called to order at 1.30. J. Colgrove improved the half hour, topic, Mental Arithmetic. Recess.

From 2.05 to 2.35, Royce conducted the exercises on the subject of Phonology. Recess of five minutes.

From 2.40 to 3.20, time occupied by J. Colegrove explaining the method of obtaining the least common multiple, also finding the greatest common divisor of two or more numbers.

After recess, (on account of ill health of Mr. Wright,) J. Colegrove, for half an hour, made some remarks on the subject of English Grammar. Institute took a recess of five minutes.

From 4 to 4.30, criticisms and general business, after which the Institute adjourned to 6.30 in the evening.

EVENING SESSION.

Institute called to order at 6.30. Prayer by Rev. E. Ward, after which a discussion of the question, How can the present stagnant condition of our common schools in the State of Indiana be improved? in which J. Colegrove, Dickenson, Ward, Hadsell, Wright, Sport and Larimore took part. Pieces were read by Royce and Colegrove.

On motion, adjourned.

B. A. HADSELL, Sec'y.

AUBURN, November 25th, 1859.

Institute called to order at 8.45. Mr. Royce in the chair. Roll called by the Secretary. Scripture read by James Colegrove, and prayer by Larimore. Institute decided to have Mental Arithmetic in place of Geography.

From 9 to 9.45, remarks by Royce on the subject of Emphasis. Recess of five minutes.

From 9.50 to 10.20, time occupied by J. Colegrove; topic, Mental Arithmetic; Problems solved showing the connection of Arithmetic with Algebra. Royce occupied the recess by telling a story about dog Bowser.

From 11.30 to 11.55, exercises conducted by Larimore, subject, Decimal Fractions. After five minutes recess, forty-five minutes were occupied by Royce, stating the manner and object of recitation in common schools. From 11.40 to 12, criticisms.

On motion, Institute adjourned to 1.30 P. M.

AFTERNOON SESSION.

Institute called to order at 1.30. Mr. Larimore in the chair.

On motion of J. Colegrove, Mr. Morrison, Miss V. M. Ward, Mrs. J. Colegrove, Miss M. E. Hall, and Mr. Dickenson were appointed a committee to draft resolutions.

From 1.60 to 2.20, remarks by Royce on the sounds of the English Language. After a recess of five minutes, J. Colegrove lectured half an hour on the method of parsing. Recess occupied in proposing and answering queries.

From 3 to 4, time occupied by Royce with a rambling talk on the subject of Theory and Practice of Teaching. Institute took a recess of five minutes, after which twenty minutes were occupied part in criticisms and part in miscellaneous business.

Committee on resolutions made a partial report, after discussion, was returned for a more full report.

On motion, Institute adjourned.

B. A. HADSELL, Sec'y.

[From the Missouri Educator.]

EDUCATION IN THE UNITED STATES.

"A very lengthy address delivered by Hon. H. McCulloch, before the Indiana State Teachers' Association, at its meeting in Fort Wayne last August, and published in part, in the November No. of the *Indiana School Journal*, and to be continued, is worthy of universal perusal. It strikes at the moral or rather immoral root of many of the evils which are now corroding the political and social heart of the American people; and suggests some very sensible remedial agents. We wish that everybody could read it, and be duly profited thereby; and but for the fact that it would exclude from the *Educator* the variety so indispensable to its general interest, and matter of special local interest, we would certainly present it to our readers. Every teacher, and every citizen, earnestly desiring to see Americans truly Americanized; (not in a party sense) and an honest and earnest heart implanted in American society, can afford to subscribe for the *Journal* for the sake of obtaining the address. Its subscription price is only \$1 per annum."

The hint in the above in relation to the *Journal*, is generous, and we are obliged; but all that is said about the address is simply just.

THE TWO CANDIDATES.

The citizens of B. had become pretty well convinced that if they would be sure of having a good school, they must first make sure of a good teacher; and that to *secure* a good teacher they must offer good inducements—to retain him they must treat him kindly and generously. They had tried cheap teachers long enough, and from such their schools had greatly suffered. The old motto, "a cheap teacher and a long term," had lost its power, and a new one had taken its place, which was, "the best teacher is not too good for us; a good one we will have

or none." With such feelings as these facts indicate, the people were ready for right action. Though they believed in *words*, they believed more in *deeds*. Consequently when the meeting was held for choice of district committee, all felt it a duty to go, believing that the first steps was as important as any. And they did go. The school house was well filled. The state of the district affairs was freely discussed, and a feeling of harmony prevailed. Mr. Nason was unanimously chosen as district committee. He had several children to be educated, and he had long felt a deep interest in the prosperity of the school. The only instructions the district gave to Mr. Nason were, "to hire a good teacher and pay him liberally," and those who knew Mr. N. deemed it superfluous even to do thus much, for he not only possessed zeal in school matters, but a knowledge-tempered zeal. Two prominent candidates soon applied for the school. Though the duty of examining rested with the school visitors, Mr. Nason resolved to exercise the privilege of making a private examination as preparatory to the more decisive one before the board. Accordingly he invited the two candidates to call upon him—each at an hour designated, though not both at the same hour.

The first was Jonathan Standstill. He calls at Mr. Nason's, enters, and seating himself, with hat upon his head, and quid of tobacco in his mouth, when the following conversation takes place:

Jonathan S.—They tell me you are the new committee man, and I have called to let you know I would like to keep your school this term.

Mr. N.—Well, we wish to employ a good teacher. Have you taught before?

J. S.—O, yes, I've teach'd school three terms, and I understand the business. I can whip any boy, no matter how big he is.

Mr. N.—Yes, but we want a teacher more than a whipper. Have you ever attended a Normal School?

J. S.—No, I don't believe in such schools. I never saw one and I hope I never shall. I think nat'ral teachers are the best, and I am one of that class.

Mr. N.—Have you ever attended a Teachers' Institute or a Teachers' meeting?

J. S.—No, and I never intend to. If I can't keep school without their aid, I'll give up and return to my old business of sawing wood. They may do well enough for beginners, but they wont answer for me.

Mr. N.—Then you don't believe in the old maxim, "never too old to learn."

J. S.—Not quite. I dont want to hear of any of the new fangled notions.

Mr. N.—Do you take any of the School Journals?

J. S.—Not I. I have no dollar to throw away in such trash. When I get plenty of stories about murder, love and shipwreck, I don't want to see

any of your Teachers' Journals. I never read a page in one in my life, and what is more I don't mean to.

Mr. N.—Do you own or read any works on education?

J. S.—No, I have no inclination to read such works. 'If you want me to teach your school I am ready to do the work as cheap as any other man.

Mr. N.—I am not prepared to employ you now. If I should decide to need your *valuable* services I will employ you.

J. S.—Well, I shall expect to hear from you. Exit.

Mr. N.—(alone.) Long enough have we suffered from such teachers, and I am truly thankful that it is within my power to preserve the children from another specimen of the same class. (Enter Henry Progress.) Good evening Mr. Progress, I am happy to see you; please be seated.

Mr. P.—Thank you, sir. If you are at leisure I would like to converse with you in relation to your school, as I learn you are in want of a teacher.

Mr. N.—Perfectly at leisure and glad to see you. We do wish to employ a teacher if we can find one of the right stamp. You have had some experience, I think.

H. P.—Yes, sir, I have taught three winters.

Mr. N.—Are you pleased with the work?—do you love to teach?

H. P.—I have been much pleased with it, and I think I may say I love the work.

Mr. N.—Do you feel that you know all about it, and that you have no occasion for learning more?

H. P.—O, no sir; I feel that I am but poorly qualified—but I am daily endeavoring to increase my knowledge.

Mr. N.—What do you consider some of the sources of improvement?

H. P.—The means of improvement are numerous. They who will can learn from many sources. Good Normal Schools, Teachers' Meetings, Institutes, &c., afford very valuable aid to teachers.

Mr. N.—But don't you think some are natural teachers, and find such helps as you have named unnecessary?

H. P.—I believe that some naturally possess better qualities than others—but I also feel that none are so good or so perfect that they can not receive benefit from the sources I have named. I feel greatly indebted to such aids, and I am free to admit it.

Mr. N.—What do you think of teachers' journals and works on education? Are they of any service to teachers?

H. P.—I think highly of them. They have been of great benefit to me and I should hardly know what to do without them. My belief is that I can get some good from all educational works and writings.

Mr. N.—What importance do you attach to the teachers influence, out of school? What should be his habits and example?

H. P.—I believe that the teacher may and should labor to secure right moral feelings in the hearts of his pupils, and that he should ever strive to lead them to do right from high and honorable motives. I think the teacher may do much out side of the school room. But his influence will not amount to much unless his own actions correspond with the tone of his instruction and advice. He can not, with any hope of success, denounce a habit indulged by his pupils, if he is guilty of the same. The teacher must aim to be what he would have his pupils become.

Mr. N.—I am pleased with your views Mr. P. and believe they are sound. Would you like to take our school this season?

H. P.—I should, sir, and should be willing to pledge my best endeavors to keep a good school.

Mr. N.—I think we shall be glad to employ you.

H. P.—Thank you, sir; good evening. [Exit.

Mr. N.—(alone.) I shall feel safe in committing to his guardianship the youth of our district.—*Conn. Common School Journal.*

OUR BOOK TABLE.

The China Mission; Embracing a History of the various Missions of all Denominations among the Chinese, with biographical sketches of deceased missionaries. By William Dean, D. D., twenty years a missionary to China. New York: Sheldon & Co.

This book gives an account of the schools, literature, printing, customs and history of the Chinese. There are biographical sketches of about fifty individuals engaged in the missionary labor in the Celestial Empire.

Those who have read the lives of the Judsons or other great and devoted laborers in the far east, will enjoy another feast in perusing this book; it is replete with incidents of deep interest.

We call attention to the new and full advertisements of the great dictionaries, Webster's and Worcester's. Read the testimony. Many of our best scholars will insist on having a copy of each of the Unabridged. What a noble library they will make together. What countless questions could be referred to them.

See also the cut of the Franklin Globes, and the Outline Maps of O. D. Case & Co.

We are agent for any of these.



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Peculiar use of Words and Terms in the Bible. With other new features, together with all the matter of previous editions.

Recommendations from Presidents of Colleges.

Within the last few weeks the Publishers have received flattering testimonials of the merits of this edition from nearly *thirty* Presidents of as many of the leading Colleges of the United States. Among them are from Presidents Frelinghuysen of Rutgers, Walker of Harvard, Hopkins of Williams, Stearns of Amherst, Cummings of Middletown, Nott of Union, Wayland of Providence, Jackson of Hobart, Woods of Brunswick, Lord of Dartmouth, Pease of Burlington, Ballou of Tufts, Gale of Galesville, Ciampi of Holy Cross, Murphy of Abingdon, Labaree of Middlebury, Andrews of Marietta, Fisher of Hamilton, Read of Duntleff, Sturtevant of Illinois, Reynolds of Illinois, Collins of Dickinson, Anderson of Rochester, &c. In them are expressions like the following:

"An honor to American science, taste, and criticism." "An enduring value and authority." "Never found any work which so uniformly satisfied my inquiries." Has ever since been my constant companion in my practice at the bar, and for the last five years upon the bench. I have ever found it a safe counselor, and an indispensable help in the preparation and decision of cases." "For the sake of my country and the English language, I rejoice in the wonderful standard excellence, as well as celebrity, your Dictionary has attained. It is a work for the present and for all coming time." "Stands unquestionably pre-eminent." "There seems every prospect that it will become the standard book for this country, at least, if not for England. I am content it should be so." "This truly great and national work." "A complete apparatus for all purposes of reading and understanding English and American literature. It is difficult to conceive of anything that could be added, to fit it for these ends." "A vast treasury of knowledge, the whole of which is needed by every one who uses the English language, either as a writer, a speaker, or a reader." "Ought to be a part of the furniture of every American house." "We long ago accepted Webster as the *standard* in our college, and the experience of every term strengthens our conviction of the wisdom of our choice." "So long as you continue to incorporate all the improvements which are developed in the science of lexicography," &c., &c.

Perhaps, however, the opinions of no gentlemen upon such a subject can be more satisfactory than those of our

State Superintendents of Public Instruction,

Selected for their qualifications to take charge of the educational interests of the country—more especially our great Common School System—watching constantly with intelligent scrutiny every influence bearing in this direction. Whose opinions can be more valuable, therefore, than those of such gentlemen as to the English Dictionary best fitted by its Definitions, Vocabulary, Orthography, Pronunciation, Synonyms, Illustrations, Tables, and other features, to aid in mental culture? The following, from such sources, are respectfully submitted:

[From Hon. R. Richardson, Supt. Public Instruction, Kentucky]

Office Supt. Public Instruction, Frankfort, Ky., Jan. 19, 1860.

No lexicographer has ever contributed so much to knowledge and its diffusion among men, as Noah Webster. No elaborate work of the kind, in any language, has ever been so widely distributed, or wrought such good results, as Webster's Unabridged Dictionary. I shall unhesitatingly recommend these works, as, taken for all in all, *the best series of Dictionaries* that can be used in our Common Schools in Kentucky.

[From Hon. N. Bateman, State Supt. Public Instruction for Illinois.]

Springfield, Illinois, Jan. 23, 1860.

Dear Sirs: I have the honor to acknowledge the receipt of a very handsome copy of Webster's Pictorial Unabridged Quarto Dictionary. I prize it highly, and to its rich and ample pages shall often resort for supplies of "English Undefined."

The Pictorial Illustrations; the copious table of synonyms; the large addition of new words; the proper pronunciation of the names of distinguished persons of modern times, are among the new features which greatly enhance the value of the present edition.

To millions of American youth, Webster's Dictionary has been, and is, a familiar book—an oracle in definitions—the end of controversy in orthography—the "vade mecum" in youthful efforts at "composition."

It is found in every State and Territory in the Union; welcomed alike in the libraries of learning, opulence and taste, and in the rude cabin of the frontiersman.

No other secular book is so universally known, so canonized, I might almost say, in the minds and memories of the intelligent masses of the American People.

With far more truth than the illustrious Roman Poet might Noah Webster have exclaimed, as he contemplated this great achievement of his long and laborious life: "*Exegi monumentum are perennius.*"

It is a work of which any man or nation might well be proud—a monument of learning; of vast and varied research; of patient and elaborate analysis; of keen and accurate discrimination—a store-house of clear, sharp-cut, comprehensive definitions.

It may not be absolutely perfect; the eye of a microscopic criticism may discover here and there a defect or blemish. What then? There are spots on the Sun!

As an American, I am proud of this magnificent work. In the library of every scholar it *will be*; in every district-school in the land it *ought to be*.

[From the Hon. Thos. H. Benton, State Supt. Public Instruction for Iowa.]

*Office of Secretary of the Board of Education, }
Des Moines, Iowa, Jan. 23, 1860. }*

I have examined the Pictorial edition of Webster's Unabridged Dictionary, and feel constrained to say that it *greatly surpasses any lexicon* of the English language yet presented to the public.

[From H. H. Van Dyck, State Supt. Public Instruction for New York.]
Superintendent's Office, Department of Public Instruction, }
Albany, February 8, 1860.

I give an *unhesitating preference* to Webster's Unabridged Dictionary, over any work of the kind with which I am acquainted. The copiousness of its definitions, the extent to which it embraces the terms and phrases employed in our language—the beauty of its illustrations, as displayed in the Pictorial edition, and the excellence of its mechanical execution justify the wide-spread popularity it has attained, and mark it as the greatest philological work of the century. It is almost universally recognized in our schools as the *standard* in orthography and pronunciation.

[From the Hon. H. C. Hickok, Supt. Public Instruction, Pennsylvania.]
Pennsylvania Department of Public Schools, Harrisburgh, Nov. 12, 1859.

The Pictorial Illustrations, with the Table of Synonyms, and other minor, but highly valuable improvements, make this compendious volume the most comprehensive and complete that has yet made its appearance, and leaves nothing more to be desired or hoped for in such a publication. It will, of course, *command* universal approval and patronage.

[From the Hon. J. M. Gregory, Supt. Public Instruction, Michigan.]

Lansing, June 30, 1859.


I know not how to express my gratification with the valuable and beautiful features added to the great national work, Webster's Quarto Dictionary. They render it if possible still more worthy of the proud place it occupies as the great standard dictionary of our good English language. I say standard, for while a few scholars and others here and there, prefer other dictionaries, Webster's is beyond dispute the book of the people, the common standard of appeal among the great masses, learned and unlearned, of our land.

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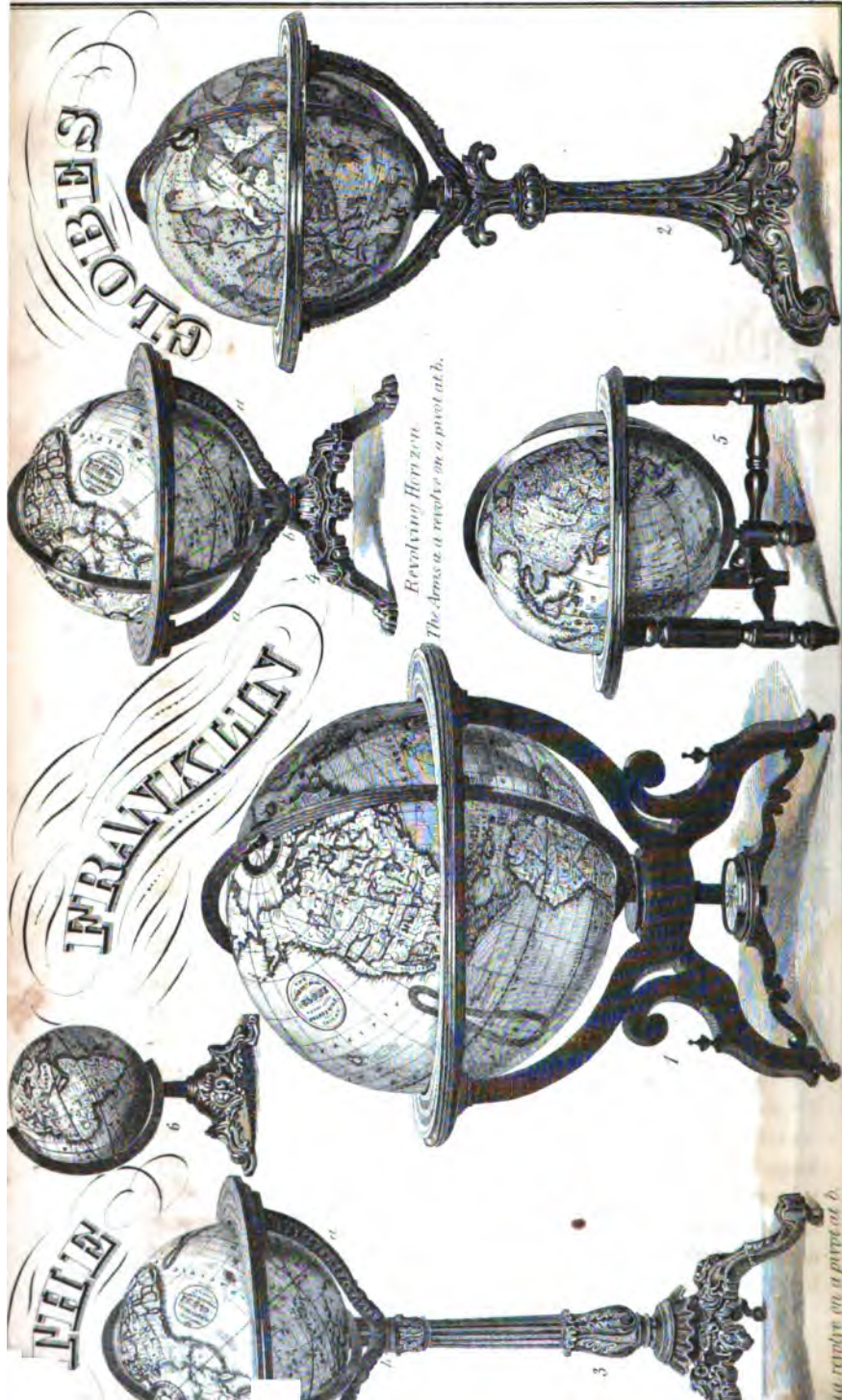
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THOS. J. BRYANT, Principal.



THE
Indiana School Journal.

VOL. V. INDIANAPOLIS, MARCH, 1860. NO. 3.

FACING FACTS.

If there is one thing that, more than any other, is impressed upon our mind when we look upon the real condition of our schools, it is the consciousness that the positive, and independent, and certain knowledge acquired by our pupils, is below the usual estimate formed of it, not only by parents and friends, but even by the teachers themselves. In other words, our pupils don't know as much as they have the credit of knowing. This false estimate might be a harmless, as well as a pleasing delusion, were it not for the sad consequences which such a delusion brings upon our schools. But, before detailing these consequences, let us look at the facts and the causes.

The fact that our pupils have acquired less than they are generally supposed to know, is usually attested whenever an intelligent stranger hears a class recite; whenever a pupil passes from one school and joins another; whenever a new teacher enters a school-room; whenever a school is examined by written or printed questions, not made by the teacher; whenever a boy, taken from school, attempts to apply his knowledge in the counting-room; whenever, in short, anything occurs to disturb the routine of the school-room, or to throw the pupil upon his own resources. I do not know of a single case in which printed questions have been employed for the examination of candidates for admission to a school

of higher grade, in which there has not been a general disappointment at the result. Such, I venture to say, is the testimony of the teachers of the Normal and High Schools of the State, in regard to examining candidates for admission to these schools. The very pupils who have just participated in a successful and splendid examination, at the close of their former school, come, loaded with the praises of school committee and friends, to be disappointed and chagrined by their most provoking and unaccountable blunders in passing the trying ordeal of an examination, in which they are thrown back upon their *real attainments and their positive and independent knowledge*.

I am convinced that the pride of the community would be somewhat wounded if the plain and simple facts, in the case in question, could be brought before the public.

Secondly, let us inquire for the causes of this over-estimate of the acquirements of our pupils.

First, the interests of committees, parents, teachers, pupils, all combine to give the most favorable representation of the success of our schools. No one is interested on the other side. Our schools are general objects of affection and pride. Almost no one is willing to traduce them. They are justly becoming, more and more, the objects of the highest interest to the man who loves his country and his race. The whole tide of interest and feeling setting thus in one direction, is it strange that the public judgment should be carried out of the channel of sober truth?

Again, the routine of the school-room is so soon learned by the intelligent pupil, that, falling into the line of march, he appears to move like a well trained soldier, when in truth he is only marching as he does, because the rest do the same. He soon learns the teacher's kind and *suggestive way of putting questions*. He soon learns that the same kind of questions recur from day to day. He soon perceives that the teacher's mind runs to-day in the same channel in which it ran yesterday, and thus he knows what to anticipate, and makes the supply meet the demand. I have heard of textbooks, in a college, in the margin of which were written, by the kind-hearted student who used the book in the preceding year, friendly hints to his successor in ownership, in regard

to the proceedings on the part of the professor. One note may read, "Here comes in the story of the identity of a jack-knife." Another may forewarn him of "the laughable account of the man who didn't believe in witches." At this last point the roguish fellow circulates a note in his class, assuring his class-mates of what is coming, and urging them not to laugh. In due order the story is told—the professor is in his best humor, he knows he is doing finely, and shall bring down the house. He prepares to join in the fun, throws himself back in his chair, and gives full vent to his feelings; when, lo, the very rogues who almost provoked him with deafening applause at the last indifferent story, now witness his crowning effort without the slightest emotion. What did it mean? Why, simply this, that the professor, like too many other teachers, had traveled so long in the same track, that his students knew precisely where he would put his foot down next, and prepared themselves for the event.

We believe that teachers are not generally aware how many perfectly needless questions they ask,—needless, because their pupils have long since heard them again and again, and are really hungry for something new. We have detected ourselves, we confess, in wasting our time in asking questions which we knew our pupils could answer, and *in regard to which they needed no more instruction*. We did it from habit. We forgot the past for a time, and simply repeated the past. We are not objecting to reviews, but we simply object to "vain repetitions,"—to that listless mode of teaching in which the teacher works like a mule in a mill, walking the same unvarying round, day after day, till his pupils learn the step and need but little effort to keep up with their instructor. Such a teacher is not himself aware how sadly his pupils will fail when thrown upon their independent resources, or when any event breaks the routine of the school-room.

Public examinations of our schools often delude all who witness them. Many causes then conspire to tinge everything with the brightest colors. The teacher, however honest, then feels at liberty to show the *fairest side of things*. His reputation is at stake. His school is to be compared with others. He can hardly feel it his duty to expose the de-

fects of his pupils. *He is loth to ask questions which he fears can not be answered.* He does not believe it his duty to give prominence to his poorest scholars. The committee, too, sympathize with the school. They almost always flatter. They sometimes nearly shock us with praise which we know to be undeserved. But the spectators who, perhaps, have not had a good opportunity to judge correctly for themselves, believe the most flattering words and repeat them in the neighborhood. Thus the delusion spreads, till the community wonders at the astonishing progress of our modern schools. Old people, with a sigh, lament the ignorance in which they were reared, and bless their stars for the rich and wonderful advantages which their descendants are permitted to enjoy. Far, indeed, be it from us to undervalue these advantages, which we know are great and precious; we only wish to guard against the evils of grossly over-estimating them.

Again, there are causes of a more latent character, which tend to delude the friends of our schools in regard to the real attainments of our children. Prompting in classes is an evil, we mistrust, more widely spread than almost any one is aware of. There are so many modes of prompting; it can be done so silently, that it is a shrewd teacher who expels the practice, in all its forms, from his classes; whilst we suspect there are not a few teachers whose indifferent pupils often rely almost wholly upon their more intelligent classmates, in the recitation seats, for their success in reciting. We have witnessed a recitation in which pupils actually kept their books open before them. While the teacher is, perhaps, diligently searching for a new question, the pupil is as diligently searching for the answer. Such a pupil may make a fine show with a very small stock of knowledge. We might also refer to the great amount of aid which pupils derive, especially in the mathematics and the classics, from the older and more advanced schoolmates, from published translations, from manuscripts left by former classes, from parents and friends at home, from working by rules which are not understood, from solving problems by rote or imitation of some other solution, from keys and notes, from almost any source except original, independent, patient thought. All these

aids tend to give too flattering an aspect to the condition of a school. Given our colleges are not free from these evasions of study and reflection. Translations buttoned up under the student's coat,—leaves torn from a forbidden work and incorporated, by mucilage, into the student's text-book,—solutions of problems, or leaves from the Geometry or Calculus, appearing just at the right time through a hole in the floor, at the very feet of the anxious student, who relies for success upon his friend in the cellar; artful, cunning devices, which none but college students can invent, all conduce to set off a class with borrowed ornaments and to varnish over the real defects which a want of study and thought have produced.

Lastly, the evils of over-estimating the actual proficiency of our schools, are so obvious that we need only refer to them.

First, and most patent, is the evil of removing pupils from their schools to places of business, under the impression that their education is thoroughly attained, when, in fact, it is as yet but well began. This evil is, perhaps, the greatest which our schools suffer, and it will not be suppressed until teachers and committees face the facts, and dare to disclose the precise truth. Better that there be no examinations than that the community should be deceived and deluded. Better that our schools should lose their eclat, than that our children should not be educated to think, to labor, to rely upon their own intellectual powers. If the parents of our pupils knew just how poorly and how well their children were educated, they would often allow them to remain longer in our schools. We should then have more classes than we now have which would not need to be lifted along by the toilsome labor of the teacher. We openly confess it, more than half of our own pupils are wading in water that is too deep for them. They have entered our school too early by a full year. They are studying Algebra, for example, but do not well comprehend Arithmetic. To apply the whip of reproof, or the spur of ambition, is of little service; the real difficulty is that they cannot draw the load. They have not thought enough. They feel their need, and grope about for aid. We repeat it; this is only true of a part of our pupils, but this part is far too

large. We are mortified at the small number of our pupils who master the more difficult parts of our course of study by relying on their own powers. Under a false notion of their real attainments, these pupils have been urged along, almost always pursuing some study which is too difficult for them, almost never experiencing the delight of having done one hard thing, of having solved one real difficulty, without help.

The evil in question is, we fear, increasing. The time, forsooth, is approaching when new modes of instruction and improvements in our school books shall be such that our children will be educated at a much earlier age than now, and almost without the labor of thought. The time of going afoot shall cease, and every boy shall ride; the text-book shall be his coach and the teacher his horse.

Other evils might be mentioned,—evils to the health of mind and body, arising from advancing pupils to higher studies before they are mentally or physically able to pursue them; evils to the moral nature, by pretending to know more than one does know; evils to intellectual habits, by early indulging the mind in superficial modes of study; evils to character, by cultivating, in youth, the habit of dependence upon others for aid, and thus failing to secure that true independence of mind and self-reliance, which are worth more to a man than all that he can borrow from all the libraries in the world. We view with pleasure the pride with which the community looks upon our schools; but, in order to warrant that pride, let us not be false to fidelity nor conceal the truth. If the parents are deceived, it is our duty to undeceive them. If our pupils are not as proficient as they are thought to be, it is our duty to face the facts and let the truth be known. No permanent advantage can come from concealment of the truth. But when the truth is fully known and embraced by the community, a better era, for the faithful teacher, will have come. Our labors will be more satisfactory, because our pupils will be pursuing only those studies which they are capable of comprehending. Our schools will be elevated in character, because our best scholars will remain longer under our tuition. Instead of infants, we shall teach boys and girls; instead of small boys and girls, our "back seats" will be filled with young men and young women. Fiction

will give place to fact; pretence, to knowledge; translation and keys, to the text and blackboard; and glorification and eclat, to successful labor, and sober satisfaction and content.
—*Massachusetts Teacher.*

(CONTINUED.)

A COURSE OF STUDY FOR COLLEGES.

W

BY REV. W. M. WIGHTMAN, D. D., LL. D.

In connection with the Greek of Homer and Plato, of Thucydides, Aeschylus and Demosthenes, the Hellenistic Greek of the New Testament may advantageously furnish a weekly recitation, on Monday morning, throughout the whole course. The narrative, doctrines and institutions of the Gospel, are thus brought directly to the notice of the student, in the original language of the Christian records; and opportunity is furnished to the Professor for inculcating, not only the principles of sacred criticism, but of presenting and enforcing the vital truths of that system which is the crown and glory of all science, the rule of all duty, the standard of all excellence, while it is the only sure ground of human hope.

As an educational instrument, the Study of Mathematics, the most ancient of sciences, has always been considered worthy of a conspicuous place in the circle of liberal studies pursued at College. This science has for its object the determination of unknown magnitudes by their relation to known magnitudes. It is divided into two fundamental branches—abstract Mathematics and concrete. The former is purely logical or rational; the latter, phenomenal or experimental. The one embraces Analysis or the Calculous, the other, Geometry and Mechanics. Proficiency in studies of this class can be attained only by fixed and protracted attention; they form, therefore, an important discipline for the mental powers;

and train into strength the habits of comparison, judgment and method.

The Physical Sciences, with the necessary concomitants of a competent demonstrator and an apparatus sufficient for experiments, present an attractive and not very difficult range of studies. They appeal to the perception more than the intellect; and being presented mainly in external exhibition, they demand less concentrated attention of the speculative reason. While, therefore, they may be considered as unequal in value to dialectical and metaphysical studies, as instruments of rigorous mental exercise, and powerful effort of concentrated thought, they nevertheless furnish, in addition to the important information to be derived from their several departments of Physics, Chemistry, and Natural History, an agreeable variety to the mental exercises in the collegial cycle of instruction.

History, ancient and modern, should be studied at least in outline. The field, however, is large, and the time that can be spared to this branch of study is necessarily limited. The attempt to compass the whole ground, so as to obtain a thorough knowledge of History, must, of necessity, be hopeless. It would require years of study to accomplish this. On the other hand, to omit History as a formal study, from a college curriculum, would be as injudicious as the opposite extreme. The most that seems to be practical under the problem proposed to us, is to make a rapid survey of General History, uniting with the narrative a comprehensive view of its philosophy; and then to select some important section of History, for special consideration and study; Greece, for example, or ancient, and the American Revolution, in the formation of the Federal Constitution, in modern history; and make the study thorough. On this plan, even with one recitation a week, during the four years, where more time cannot be commanded, much may be done.

Political Economy brings to the notice of the student a range of subjects which every educated man, at the present day, must be supposed to have investigated. The principles of production, exchange and distribution, which Political Economy classifies and explains, make up a system well worthy of study both on account of the simplicity of its facts

and the breadth of its generalizations, as well as the methodical arrangement of its several parts.

The evidences of Christianity should, of course, form part of the scholastic exercises of every Institution of learning which aims at thorough education as the preparation of man for the great duties of the citizen, in a Christian country, and for his final destiny in the life to come.

Logic is the science of the formal laws of thought, and is distinguished from Psychology, the science of actual existence. As a formal science, it is best studied in the *Organon* of Aristotle, its founder. But the ablest logician of our time, Sir William Hamilton, does not hesitate to say that, to understand Aristotle, in any of his works, he must be understood in all; and to be understood in all, he must be long and patiently studied by a mind disciplined to speculation, and familiar with the literature of philosophy. On the other hand, Coleridge thinks it inconceivable how any one can, by any spinning, make out more than ten or a dozen pages about syllogistic Logic; and roundly asserts that all those obscure forms of syllogisms are one-half pure sophisms, and the other half mere forms of Rhetoric. What is essentially valuable in the science may, perhaps, be acquired by a much more compendious process than the mastery of the *Organon*.

In a complete course of instruction, the department of Rhetoric holds a deservedly high position. The study of those principles which form a standard of taste, is well fitted to develop and exercise the powers of discrimination, to give scope to a maturing judgment, as well as a quick imagination, and to supply what Lord Kames calls "the middle link connecting the different parts of education into a regular chain."

Moral Science combines and classifies the principles which make up the Philosophy of Duty. Its purpose is to answer the question—"what ought to be?" by ascertaining the determining principle which binds all ethical elements into a system. On its field of speculation arise "the august and sound landmarks that stand conspicuous along the frontier between Right and Wrong."

Mental Science presents two methods of studying the human mind: 1st, in the light of pure science, which explains all mental phenomena by what Kant calls necessary and

universal Ideas, and lays down those great conditions which determine that the facts of mental activity *must* be so—or 2d, by the Empirical method, that namely, which goes to consciousness and experience for the facts of our inner nature; builds up a systematic arrangement of the elements thus found; and thus, *a posteriori* expounds the faculties and functions of the mind. These researches into the region of the subjection, and in addition, the examinations of the problems which relate to the objection, ending in the absolute, constitutes the higher Metaphysics. It is obvious that a spread and maturity of mind not to be looked for in youth, and a length of time not to be commanded in the period of formal education, are required for the full prosecution of inquiries so profound and vast, not to say illimitable, as those of the higher Metaphysics. But studies of this class, so far as it is practicable to follow them in a college course, awaken and stimulate, in a high degree, the vigor of the mind, and develop its noblest powers and capacities of speculation.

Original Compositions. These exercises should be required every two weeks, throughout the course. That they may become most profitable as means of improvement in thinking and style, pains should be taken in the selection of subjects; then, each composition should be examined and criticised by the proper officer, and, after being returned to the writer, should be read by him before the class. The course adopted by Dr. Arnold, the prince of schoolmasters, is suggestive. "He not only laid great stress on original compositions, but endeavored so to choose the subjects of exercises as to oblige his students to read and lead them to think for themselves. He dealt at once the death blow to themes (as he expresses it) on 'Virtus est bona res,' and gave instead, historical or geographical descriptions, imaginary sketches or letters, etymological accounts of words, or criticisms of books, or put religious or moral subjects in such a form as awakened a new and real interest in them; as, for example, not simply, '*carpe diem*,' or 'procrastination is the thief of time;' but '*carpere diem jubent Epicurei, jubet hoc idem Christus*.'"

A course of College Studies, then, should embrace the foregoing subjects, if we wish to secure what liberal educational culture mainly aims at—the symmetrical development of the

faculties into a well-poised and vigorously trained intellectual character—not furnished, indeed, with all possible knowledge, least of all, with a conceit of such an achievement, but awake action, and brace for professional studies, and for the grave and manly duties of active life. *It may be safely affirmed, that a four years' course being taken as the maximum of time to be devoted to scholastic training in the Liberal Arts, it is far better to do thoroughly what can be accomplished by three daily recitations, than attempt an expansion of the circle of studies at the risk of superficial attainments and imperfect training.* A high authority has said, that it is far more improving to read one good book ten minutes, than to read ten good books once, and "*non multa sed multum*"—little perhaps, but accurate, has from ancient times, obtained the authority of an axiom in education, from all who had title to express an opinion on the subject. To learn how to study, and *to acquire the mental habit of going to the pith and marrow of whatever may be taken in hand*, is far more advantageous to the student, than a thousand showy but superficial accomplishments. It is easy to conceive that large additions might be made to the ordinary course of studies. Modern Languages, especially French and German, Agricultural Chemistry, Physiology, and the like, might be incorporated; and additional Professors employed. But, instead of improving the system of college education, we are only working to its detriment, unless, with expanding studies, we could expand the time spent at College. The attempt to teach everything—the *omne scibile*—will be apt to end in teaching nothing properly. "When the time and capacity of the student," says Dr. Olin, "are already sufficiently taxed, it is manifest that, without some miraculous endowment, he can only learn a new science by neglecting an old one. The industry which was profitably directed to a few, may be divided among a multitude of objects, but it will incur the inevitable penalty of fitful and dissipated intellectual execution—superficial attainments, and vicious intellectual habits."

A firm resistance should be made, then, alike against the utilitarian tendency which would discard from a course of study, branches which, apparently, in vulgar esteem, have no marketable value; and the plausibilities of a proposed at-

tempt to compass the whole cycle of knowledge, but doomed to end in learned ignorance.

The policy commonly adopted in American Colleges, of hearing recitations, is, upon the whole, decidedly preferable to that of delivering lectures, when we consider the average age and disposition of students, and the importance of keeping them regularly at work. On suitable occasions a lecture may be advantageously worked in; as, for example, in History, a lecture made up of biographical sketches, important documents not found in common books, philosophical reflections, and the like, may, now and then, add materially to the interest of that branch of study; or, in Moral and Mental Philosophy, a brief historical outline of systems, and distinguished leaders, may suggest important views to a class, and give a new spring to the researches of students. But the lecture must not be understood to supplant the text-book and the careful regular preparation for the recitation room.

The best mode of hearing a recitation in the higher branches of English Literature or Philosophy, dispenses with the plan of asking questions, except by way of deducing principles or conclusions from the text, or suggesting and answering difficulties. This course demands, indeed, a thorough preparation on the part of the student, embracing, especially, such an analysis of the principles, as will impress them in a clear order upon the memory, and enable him, without the aid of leading questions from the officer, to deliver in his own language an intelligent and satisfactory statement of his understanding of the lesson. This not only strengthens the habit of close and accurate analysis, and the grasp of association, but is a valuable exercise in extemporaneous composition. It promotes readiness in thought and fluency in utterance; and, in connection with reviews of what has been recently gone over, gives a mastery over the text vastly superior to what is commonly attained in the usual method of preparation and recitation.

The Colleges which the urgent wants of our peculiar and teeming population have called into existence, are bound by every conceivable consideration to do their work thoroughly. Their character, their worthiness of patronage, their perpetuity and success, must depend upon the culture

and scholarship of their Alumni. Let them disdain all *ad captandum* pretenses to do more than can be done well, in securing the prime end of collegiate education—thorough mental training. Let them occupy the conservative ground, and hold fast to the same maxims of philosophy and experience which underlie the teacher's vocation. Let them strike bravely for the cardinal principle, the beau ideal of liberal education—exact scholarship, mental power trained to its highest capabilities, a many-sided symmetrical character, full of energy, glowing with enthusiasm for the beautiful, the true, the right, and the good; and ready for duty in the science of man, and to the glory of God.—*Educational Repository.*

THE FEMALE TEACHER.

If ever I envied mortal being upon earth, it was not the queen with realms belting the globe, to whom the mightiest of earth's lords were proud to pay their homage; but it was the devoted, modest female teacher, conscious only of her duties, unconscious of ambition or of earthly reward. The scene of her labors may be some obscure rural district; the spot where she gathers her little flock some unsightly corner between public roads, swept by the bleak winds of winter, and scorched to barrenness by summer's suns; her house weather beaten, unshaded by a tree, unsheltered from the storm, open to noise and dust, and gaze of passing travelers; yet there uncheered by the recognition of the outward world, her fidelity equally unrequited by the sympathies or by the gains of men, there she opens upon earth once more a paradise of light and love. There, day by day, she gathers her little group around her, and hovers protectingly over them, while all their little hopes, and fears, and joys, and sorrows nestle beneath her wings—to them the dove of the holy spirit. There, daily on the altar of young and guileless hearts, she kindles and burns the choicest incense that ever rises from

earth, as a sweet smelling savor to God. There she spreads the daily repast of knowledge and wisdom on which their young souls grow strong; and the guests at that banquet long to partake of it again. There the duties of the little realm shadow forth the great duties of life—peace, truth, honesty, honor, benevolence, forgiveness; and as they behold these more through the principles of Jesus Christ than through the policies and economies of men, their hearts are purged as with hyssop and become clean.

Unprotected seems her rude domain, yet so high does she build a wall around it of truth in things seen, faith in things unseen, that the satans of temptation rage without, but can not break through nor over leap it. So cheerless, so affrontive to taste and every sense of beauty—you would not believe it, yet she makes this rude spot a fortress and stronghold, and an armory of God, and out of it shall go forth great iconoclasts—the breakers of the idols of men—beneath whose blows mosque and pagoda and heathen temple shall go down. From beneath the gentle covering of her wing shall go forth the thunder-bearers, with the bolt and flame of eloquence to rend and consume the organized and deep-seated oppressions of man, the profligacies and briberies of capitals and courts; the robberies of nations, whether it be Poland or Hungary, Mexico or Cuba; the lusts of men, Sodom, Gomorrah, Utah; the bondage of men, serf, sepoy, or slave; the appetites of men in intemperance, or the ambitions of men in war. There, too, shall go forth sweet angels of mercy to undemonize the hearts, to restore the sanity, to soothe the agonies of men—the Mrs. Fry's, the Miss Dixes, the Florence Nightengales. Christ's lessons were all lessons of purity, faith, benevolence; but they never sounded so beautifully, they never touched so divinely, as when spoken by the voice and ministered by the hand of woman. Again, I say, if ever I envied mortal being upon earth, it was not the queen with realms belting the globe, to whom the mightiest of earth's lords were proud to pay their homage; but it was the devoted, modest female teacher, conscious only of her duties, unconscious of ambition or earthly reward.

HORACE MANN.

HINTS FOR BEGINNERS IN TEACHING.

BY A. P. S.

The season is near at hand when a new term of schools will commence, and when many for the first time will enter upon the business of teaching. Others will change their location and begin their labors in a new field. To a beginner in this work, or to one who finds himself in the presence of a new school, it is vastly important that his first labors should be performed with a degree of wisdom and discretion that shall make his first impression upon the school a guarantee of future success. Young teachers, as a general thing, are sufficiently admonished of this; and perhaps this admonition sometimes bears so heavily upon their spirits that they enter the school with a weight of anxiety that unfits them for a good beginning. It is, indeed, an important moment when the beaming eyes of a school first catch a glance of a new teacher, as he stands before them in his new capacity. The future of the pupil and the teacher depends much upon that moment, and upon the impression the teacher then makes. At that time, if he has skill and prudence, it is in his power to pave the way to success. If a mistake has been committed, his success, afterward, is much less certain, and the error is often difficult of correction, and its consequences unavoidable.

Now, it is indispensable that the young teacher should be fully conscious of the importance of such moments; and it is equally indispensable for his own success and comfort, that he should not betray that consciousness, or convey to the school, in any way, the impression that his anxiety about his duties is such as to leave him in doubt as to what is to be done or how he is to proceed in his labors in the school-room. Such an impression, if made, will not only fail to inspire the pupils with confidence and respect toward the teacher, but will be very likely to suggest that he may be wanting in that ability and tact, the possession of which makes one feel at home and at ease in the discharge of his duties.

Therefore, young teacher, when first you enter the school-room, be natural. Act out yourself and not attempt to move with assumed dignity and reserve. Avoid, also, the opposite extreme—that affected indifference and careless, slipshod manner which always shows a want of earnestness and interest in your work, and which is liable to convey the impression to your pupils, that you are more anxious to make a sensation as a buffoon, than to win their esteem by your appearance and demeanor as a gentleman or lady. Be at ease, yet active and in earnest. So far as dignity is natural and becomes you, exhibit it, and no further. Pupils will expect you to be master of the school, until they discover in you, or your actions, some indication that you have not the ability or intention so to be.

It will be a serious, and perhaps a fatal mistake, if you suppose your pupils will not soon read your character and motives. It will be much easier for you to impose upon your committee, or the parents, than upon those little ones in the school-room. The former will see you but seldom, and will expect to hear of you in the school-room through others, and will judge of your success partly by hearsay; while the latter are like so many sentinels, placed on guard to watch your every movement, and shrewdly calculating the bearing of all your acts, and every element in your character. Especially will they be watchful to see if you are consistent, if you do as you say you shall; if you are the same to-morrow as to-day; and if you exhibit in your life the principles and precepts that you enjoin upon others.

Make no long speeches or addresses to begin with. The school-room is a workshop, and not a rostrum. In the fewest words possible let your introduction be made; and give your pupils assurance of your interest in them, and of the importance of their work, more by your manner than by the amount of what you have to say.

Avoid a long code of rules and regulations, and have but little to do with laws and penalties until you have occasion for them. It may be necessary to remark upon a few particulars, and enjoin some rules for the proper order and tactics of the school-room; but let them be brief, and to the point. They will lose none of their efficiency if they are not given

in the imperative mode. Numberless rules are perplexing, especially to young pupils. They give to a school-room the air of a penitentiary, or of a place under martial law. Furthermore, it is impossible to lay down, in advance, positive rules of a prohibitory nature, without suggesting crimes and departures from duty that would otherwise never be thought of. The very best regulation to ensure, on the part of the pupils, a full performance of duty, and to prevent little delinquencies and peccadilloes, is to inspire them with a love of their work, and to create such a public sentiment among them, that they shall be ashamed to be found deficient in a sense of propriety becoming their age and station; or in the performance of anything that may reasonably be expected of them.

The sooner your school is at work, the better it will be for all concerned; for one of the best ways to keep children out of mischief is to give them something to do. As a general thing they will expect *you* to set them at work; or at least will wait for some hint to that effect. Lose no time, therefore, and let the hum of a busy school-room commence with your first morning's labors. But little time need be occupied in organizing a school, and nothing will be gained by delay.

As a teacher you must have a voice in the selection of studies and classes for your pupils. This is a part of the organization of the school, and it is the part which belongs, to a certain extent, to you. It requires your judgment—most pupils have their likes and dislikes about studies, but they are governed more by whim and caprice, than by any knowledge of what they are choosing or rejecting. Very few have the judgment to know what is best for them, or the willingness to pursue what will be the most beneficial, in preference to what may seem to them the easiest and most pleasing. Let your voice, in this matter, be given in the way of advice, and not by arbitrary dictation. The pupil who has your confidence will heed your advice. Some may, perhaps, do it slowly, but a few weeks will convince them of your better judgment; and it will be better for them to feel that they are pursuing studies, in the choice of which they acquiesced at your suggestion, rather than those to which they were driven without an attempt to convince them of their importance. In this way, they will engage in their studies with more willing-

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ness and a better prospect of success, and their conviction of your superior wisdom, and their deference thereto, will be greatly increased.

It gives a great impetus to a school to have the pupils feel that there is constantly a pressing demand for work and the performance of duty. Some pupils will need no stimulus; others may require a little urging, or encouragement; very few will need or bear driving, as that word is generally understood. Inspire pupils who are disinclined to work with a love for study, and let them understand that there is no escape from duty, and they will soon put themselves in a way where no driving will be needed.

Deal with all your pupils alike. In other words, avoid partiality, not only in the discipline of your school, but in the fondness you may manifest for your pupils. Some you will like better than others, for the reason that they are more amiable; but that must not allow you to dispense justice unequally, or to show an undue interest in some pupils, while others are seemingly, though perhaps not really, neglected. Such a course will excite jealousy among many members of the school, and will engender ill will toward yourself. This, however, you may always do with safety: approve of whatever is right, praiseworthy, and honorable; and express your disapprobation of all that is wrong, unworthy, or base.

Fret not. For this there are several reasons. It disarms you of your power over your school, and makes you a laughing-stock before them. It embitters your own temper, and will be sure to provoke a like spirit in your pupils. Fretting does no good, but much harm. Wear a smile upon your countenance, and a glass before your heart. Be self-possessed and calm, yet active and engaged in your work.

Do not be jealous of your authority. Insist upon obedience and a compliance with all the requirements of the school, if occasion demands; but make all allowance for the peculiar circumstances of your pupils, and avoid an imperious bearing that will be repulsive to their better nature. Be mild, yet firm and decided.

You will be disappointed if you suffer yourself to be too sanguine of immediate results in your labors. There is a seed time, and a harvest, but the interval between them is some-

times very long. Others may reap what you sow ; but your labor should be done as faithfully, and with as much hope, as though you expected to bring in your own sheaves. You labor for the good of others, and your reward is not all here, nor in this present time.

Should two or more persons wish you to pursue opposite or different courses of conduct in the discharge of any of your duties, as will most likely be the case, take no special pains to please either, not even for the sake of peace. By attempting to please one, you may be unsuccessful even in that ; and by so attempting, whether you succeed or not, you will be very sure to make an enemy of the other. Listen patiently and respectfully to their advice or their threats, but have an opinion of your own. Do what seems to be right, and abide the consequences ; this will give you a clear conscience, and will, in the end, please more than any other way.

Be particular about small things, when such things are important ; but avoid fastidiousness about mere trifles.

Remember that your time is to be spent principally in the work of instruction, and not in *governing* your school. You are a leader and guide for your pupils, rather than a policeman. Be sure, however, and govern your school ; but do it at the expense of little time, and without too much show and demonstration. Keep the machinery of your government out of sight.

In the street, take as much notice of your pupils and treat them as kindly and civilly as you would a person of your own age, or one older. Always give them a bow, or some sign of recognition. Visit your pupils at their homes and observe under what influences they are there. It will throw much light on the course most proper for you to pursue in their management. Moreover you will, in most cases, secure the interest and coöperation of parents.

Each day before you enter school prepare yourself on the recitations you are to hear, that the subjects may be fresh in your mind, and that you may, as far as possible, dispense with a book in the recitation.

Finally, endeavor to begin right ; and remember that the old adage, "a good beginning makes a good ending," proves true only when *you hold out as you begin*.

Let your standard be high.—*Mass. Teacher.*

SHOULD THE OFFICE OF SCHOOL EXAMINER BE CONFINED TO PRACTICAL TEACHERS?

As a supplement to our first article on this subject, we offer as additional reasons in the affirmative of this question :

1st. If the examiner be a practical teacher, and as deeply imbued with the educational spirit as his position demands, he can and ought during the year to visit the schools of several of the teachers whom he has examined. Let us not be misapprehended at this point;—we do not say that this visiting should be done because of the pay received from his office. No, but like many other things done by the true teacher, because he loves his profession and the cause of education. The good arising from this visiting is two fold; first, it enables the examiner to judge pretty accurately concerning the correctness of his examination of the teacher whom he is now scrutinizing in his work-a-day dress in the school-room. This, without argument, we may declare no insignificant matter. Second, it gives the teacher the benefit of the counsel and matured experience of said examiner. (This, we may parenthetically remark, would be a twilight shading off in the direction where we believe one of the most efficient elements of the common school system lies, viz.: county superintendencies.) Some other States are adopting this. Says the Superintendent of Pennsylvania, in 1856, "The Pennsylvania common school system remained comparatively dead and inoperative until the act of 1854, but the establishment of the county superintendencies and the other wise provisions infused life."

In another article he says: "It is certainly true that the characteristic feature of the law is the county superintendency." Touching this matter we think it safe to say that in Indiana our inspective relations are too loose, all the way from the State Superintendent down to the District Directors. In this remark we design no reflection upon any officer, but simply the statement of a fact inhering in our system. The appointment of zealous, practical teachers as examiners would, as aforesaid, shade off in the direction of a remedy.

2d. Returning directly to our caption, we think a second reason is in the desirableness of *uniform standards of examination*. The 149th section of the school law says, "No person shall be licensed as a common school teacher unless he or she may possess a knowledge of orthography, reading, writing, arithmetic, geography, and English grammar." Now, with due respect to the framers of this article, the expression, "a knowledge of," is as elastic as India rubber. It may mean any amount of knowledge, from perfection down to the most consummate smattering. The examiner is to fix this meaning, and hence if he be a practical teacher, frequently meeting and conferring with his co-laborers throughout the State, he will most likely adopt the usual or *uniform standard*, whether that be high or low. This uniformity is the only equitable rule. Otherwise the ignoramus refused a certificate, consequently, employment in one county would only need to step into the next, where the standard is low, to procure both certificate and employment, and the enrollment of his name as *par excellent*.

Such a procedure would tend, is tending to the enfeeblement of our public school system. Hence, then, a second reason for such appointments of examiners as shall tend to uniformity. Other reasons might be adduced, but to avoid tedium we desist, with the recapitulation of those given in our two articles:

1. Analogy, or custom of other professions.
2. The necessity of looking beyond mere book attainments, *i. e.* to the spirit and style of a teacher, together with aptness to teach.
3. Inspective relations, or visits to the schools of teachers examined.
4. Uniformity of standards of qualifications.

If these reasons be valid, they evince the truth of the general proposition modified by the terms, *with rarest exceptions*, *i. e.* "*The office of School Examiner should,*" *with rarest exceptions, "be confined to practical teachers."* We commend this subject to the attention of Boards of County Commissioners and others interested in the education of the young.

Indianapolis, Feb. 29, '60.

PARENT.

SCIENTIFIC ITEMS.

POLAR FLATTENING OF THE EARTH.—Determinations of the earth's ellipticity have been obtained by three different methods; the actual measurement of arcs of terrestrial meridians, by pendulum experiments, and by the effect of the compression in disturbing the moon's motion. The first method, according to the latest calculations, gives an ellipticity between $\frac{1}{251}$ and $\frac{1}{252}$. The second gives a result almost identical, viz: between $\frac{1}{258}$ and $\frac{1}{259}$. The mean between these determinations is about $\frac{1}{256}$. See Humboldt's *Cosmos*, Vol. IV, Part I, pp. 458, 482.

CALORIFIC POWER OF THE MOON'S RAY'S.—The light of the full moon, according to Bouguer, is to that of the sun in the ratio of 1 to 300,000. Reasoning from analogy we might therefore conclude that the *heating* power must be extremely feeble. Such, in fact, is found to be the case. De la Hire, by means of a large burning glass, concentrated the rays of the full moon to a focus, in which he placed the bulb of a delicate thermometer. He was unable, however, to detect the slightest increase of temperature. Others have made similar attempts with no better success. The credit of first proving beyond doubt that the moonlight is sensibly calorific, is due to Melloni. With a lens over three feet in diameter, this philosopher concentrated the lunar rays upon his thermoscopic pile: the effect was a sensible deviation of the needle—the amount of deflection varying with the age and altitude of the moon. This discovery of the heating power of our satellite is characterized by Humboldt as one of "the most important and surprising of our century." D. K.

SET A VALUE on the smallest morsels of knowledge. These fragments are the dust of diamonds.

THE BEGINNING of sublime sciences is often so simple as to seem worthless.

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM No. 151.

Given $\sqrt{x^2+a^2} \times \sqrt{b^2-2bx+x^2+a^2}=c$.

SOLUTION.—BY M. C. STEVENS.

Squaring &c., we get

$$x^4-2bx^3+b^2x^2+2a^2x^2-2a^2bx+a^2=c^2-a^2b^2.$$

Whence $x^2-bx+a^2=\sqrt{c^2-a^2b^2}=\pm m$,

Or $x^2-bx=\pm m-a^2$

$$x^2-bx+\frac{1}{4}b^2=\pm m-a^2+\frac{1}{4}b^2=q^2 \text{ or } p^2$$

$$x=\frac{1}{2}b\pm q, \text{ or } \frac{1}{2}b\pm p.$$

[Students will recognize the foregoing as a solution of Problem No. XX, in the Application of Algebra to Geometry, Davies' Legendre.—Ed.]

PROBLEM No. 152.

Find the value of $3\sqrt{6\sqrt{28}}+3\sqrt{12\sqrt{7}}-8\sqrt{4\sqrt{63}}$.

SOLUTION.—BY JOHN WEESNER.

Factoring, bringing the perfect squares from under the second radical, collecting and reducing, we get

$$-2\sqrt{12\sqrt{7}}=-4\sqrt{3\sqrt{7}}=-4^4\sqrt{63}.$$

PROBLEM No. 160.—BY JUVENIS.

The parallel sides of a trapezoid are 4 and 2 feet, and the perpendicular distance between them is 10 feet. It is required to divide it into two equivalent parts by a line parallel to the parallel sides.

PROBLEM No. 161.—BY G. W. HOUGH.

Given $x+2y+z=26$

$$xyz=288$$

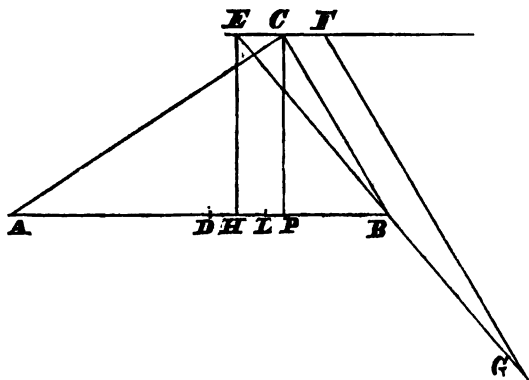
$$xz=(x+z)y,$$

to find the value of x , y , and z by Quadratics.

PROBLEM No. 153.

Given the base, altitude, and difference of the two sides of a plane triangle, to construct it geometrically.

SOLUTION.—By M. C. STEVENS.



Make AB = given base. Bisect it in D and take DL so that $2AB : DL :: DL : \text{Diff. sides}$. Make DH = given difference, and draw HE perpendicular to AB and equal to given altitude. Draw EF parallel to AB and equal to DL . Join EB and produce it till $FG = AB$. Draw BC parallel to FG , and join AC and BC , and ABC is the triangle required.

Dem. $DL^2 = 2AB \cdot DH$, also $FG (AB) : CB :: EF (DL) : CF (HP)$. Whence $2CB \cdot DL = 2AB \cdot PH$. Whence, also $DL^2 + 2CB \cdot DL = 2AB (DH + PH) = 2AB \cdot DP = (AP + PB) (AP - PB) = AP^2 - PB^2 = AC^2 - CB^2$, or $DL^2 + 2CB \cdot DL + CB^2 = AC^2$, or $DL + CB = AC$. Whence $DL = AC - CB$.

PROBLEM No. 162.—By WILLIAM B. MORGAN.

What angle must the major axis of an elliptical hoop (major axis 6 feet in length, minor 5) make with a line drawn from its center to the eye 10 feet distant, in order for the hoop to appear as a circle?

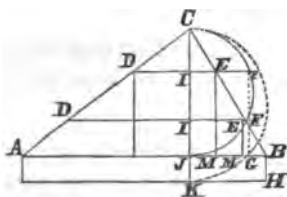
PROBLEM No. 163.—By SAMUEL H. WEED.

Reduce .12345678901234567890&c. to an equivalent common fraction.

PROBLEM No. 154.

Having given the area of a rectangle inscribed in a given triangle, to determine the sides of the rectangle geometrically.

SOLUTION.—BY M. C. STEVENS.



Let ABC be the given triangle, and on the base describe the rectangle AH equivalent to the given rectangle. Draw CK perpendicular to AB, cutting AB in J. On CK and CJ describe semicircles, the former cutting AB in G.

Erect a perpendicular from G, cutting the other semicircle in F. Draw FD parallel to AB and complete the rectangle DM. It will be the one required.

Dem. $CJ \cdot JK = CI \cdot IJ$, since each equals JG^2 . Whence $CJ : CI :: IJ : JK$.

But $CJ : CI :: AB : DE \therefore AB : DE :: IJ : JK$, or $AB \cdot JK = DE \cdot IJ$. Q. E. D.

Cor. It is evident that the maximum rectangle that can be inscribed in a triangle, is when the perpendicular from G touches the inner circle. Whence its altitude = $\frac{1}{2}$ altitude of triangle.

PROBLEM No. 155.

Determine, by algebra, the number of degrees, &c., contained in an angle whose cosine is equal to its tangent.

SOLUTION.—BY M. C. STEVENS.

Let $y = \text{sine of arc}$.

Then $\frac{y}{\sqrt{1-y^2}} = \sqrt{1-y^2}$ per question,

Or $y = 1 - y^2$.

Whence $y = \frac{1}{2} (\sqrt{5} - 1)$.

But if $x = \text{arc}$ and $y = \text{sine of the arc}$, then

$$x = y + \frac{y^3}{2.3} + \frac{3y^5}{2.4.5} + \frac{3.5y^7}{2.4.6.7} + \frac{3.5.7y^9}{2.4.6.8.9} + \&c.$$

Substituting the above value of y we get $x = 38^\circ 10' 21.76''$.

PROBLEM No. 164.—By H. CUSHMAN.

What is the diameter of a circle in feet, whose diameter and area are expressed by the same number? (An arithmetical solution is required.)

PROBLEM No. 165.—By JOHN WEESNER.

If a man were to commence reading on the first day of the year, and read ten pages per day for sixty years, how many pages would he read?

EDITORIAL ITEMS.—We are compelled to reserve a number of problems, intended for the present month, for our next issue.

Joel E. Hendricks has sent us solutions of Problems 140, 153, and 154. Also a geometrical construction of Problem 151.

Jacob Staff solves No. 154, and remarks that No. 153 is constructed in Simpson's Algebra, "Construction of Geometrical Problems," No. 76.

F. J. V. V. has solved Problems 147, 148, and 152.

John Weesner has solved No. 146.

Isaac H. Turrell has solved Nos. 150 and 153.

M. C. Stevens has solved all the Problems in the Dec. No.

ERRATA.—As the editor has not an opportunity of correcting the proof, typographical errors not unfrequently occur in the Mathematical Department, destroying in some measure the value of the solutions published. The reader will please note the following corrections in the February No.:

Page 57, 4th line from the bottom, for "no objections," read "no *other* objections."

Page 58, 9th line, draw a vinculum over the expression for the radius of gyration. In the 24th line, for v' , read V ; in equation (1), for v , read V . In equation (2), for b' , read b . In the 4th line from the bottom, for the last v , read v' , and, in the 3d line from the bottom, for v , read V .

Page 60. In the solution of Problem 150, it should have been stated that equation (1) divided by (3) gives $xy=12$. Also, for "two surds," read "four surds," and for the 24 values of a , read the 24 values of u ."

Editorial Miscellany.

CONSTITUTION OF THE STATE TEACHERS' ASSOCIATION.

We obey the solicitation of several teachers, and present the following from the minutes of the First Annual Session of the Indiana State Teachers' Association, held at Indianapolis, Dec. 25th, 1854:

PREAMBLE.

As harmony and concert of action are highly necessary for the thorough and entire accomplishment of any important purpose; and believing that it is especially so in education, we, the undersigned, as a means of elevating the profession of teaching, and of promoting the interests of schools in Indiana, associate ourselves together under the following

CONSTITUTION.

Article 1. This organization shall be styled the Indiana State Teachers' Association.

Art. 2. The officers of this Association shall be a President, seven Vice Presidents, a Recording Secretary, a Corresponding Secretary, and an Executive Committee of seven; the whole to be elected by ballot, and to serve for a period of one year, and until their successors are chosen.

Art. 3. It shall be the duty of the President to preside at all meetings of the Association, and perform all the functions usually belonging to such office. In his absence, or inability to preside, one of the Vice Presidents shall take his place.

Art. 4. The Recording Secretary shall keep a fair and full record of all proceedings of the Association.

Art. 5. It shall be the duty of the Corresponding Secretary to manage all the correspondence of the Association, under the Executive Committee. He shall copy in a book to be provided for the purpose, all communications emanating from him, and shall carefully file those received by him, so as to be easy of access. He shall report the correspondence whenever called upon at any regular meeting of the Association.

Art. 6. The Treasurer shall receive and keep all funds belonging to the Association, and pay out the same only on order of the Association or the Executive Committee. He shall keep in a book, a faithful and intelligible account of all moneys received or expended by him. He shall keep carefully a file of all vouchers for the distribution of the money of the Association, and shall report the condition of the finances when called upon so to do at any regular meeting.

Art. 7. The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation all measures not inconsistent with its design, as said committee shall deem best. It shall secure speakers and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association. It shall hold its first meeting as soon after election as possible. Four members shall constitute a quorum, and may meet from time to time on their own adjournment.

Art. 8. Any teacher, or other active friend of education, may become a member of the Association by signing its constitution; each male paying one dollar, and each female fifty cents.

Art. 9. The meetings of the Association shall be held annually on the adjournment of the Association in the latter part of December.

Art. 10. This Constitution may be amended by a majority of the members present, at any regular meeting of the Association.

EDUCATIONAL INTELLIGENCE.

Mr. E. C. Thornton, of New Garden, Wayne county, writes: "Owing to ill health I have not been teaching the past winter. In New Garden township there are seven districts, the town of Newport not included. Six of these districts employed teachers at from \$25 to \$30 per month. One district held a four months term. About \$40 to \$50 of public money applied to each school, the remainder furnished by employers. The Newport school employs two teachers, one at \$30 per month, the other at \$15 per month. The length of term is three months. There are public funds enough to pay the teachers. The Friends have had a school in operation in Newport; the length of the term was nineteen weeks. The male teacher received \$50 per month, the female teacher received \$30 per month; the school was not as full as was desirable. The colored people have a school in operation in the town; there were about forty pupils in attendance; the teacher's wages are not known to the writer. About one mile south of town a small select school was kept, also under charge of the Friends.

WHITE WATER SCHOOL, WAYNE COUNTY.—The first term of this school opened on the second day of January, 1860, and is to continue thirteen weeks. The summer term will open on the 9th of April, and close on the 6th of July.

TERMS.

Juvenile Department,.....	\$3 50
Secondary Department,.....	4 50
Higher Department,.....	5 50

Mr. Hiram Hadley is Principal; he remarks in his circular, "that friends of education and patrons are always welcome visitors."

Wayne county has long been favored with live teachers; it occupies a position of preeminence; it has long held this commanding situation by sustaining the best county associations and institutes; by sending the largest delegation (except once) to the State Teachers' Association; by having contributed wonderfully to prevent the teachers' paper from failing in the midst of a terrible financial crisis, and the general prostration of schools; by *long continuance in well doing*. May we say to Mr. Hadley, Mr. Estes, our associate Mr. Shortridge, Mr. Morgan, Mr. Thornton, and to a host of other true teachers in old Wayne—the *School Journal* is in no danger of failing in 1860, having received a large addition of cash subscribers; times are improving; we love our old friends none the less however, we are thankful for the past; but our great trouble is now to make a *good Journal*. Neither the superior talent of Mr. Stone, nor the great genius of your own former colleague, Mr. Henkle, can now be had to enrich and adorn the *Hoosier Journal*. *Do give us aid*. Write for us. The resident editor can promise nothing but to spare no expense to make your *Journal* worthy. Some delay occurred in the Jan. and Feb. Nos., owing to many causes, one of which was sickness, but we are coming up to time, and hope to be perfectly punctual hereafter.

Mr. Thomas Olcott, formerly of Moore's Hill Male and Female College, is now located at Hardenburg, Jennings county, and is conducting, with great acceptance, an independent school. Mr. O. is a thorough and talented educator, and is a constant attendant at the State Teachers' Associations. Wherever any combination of effort seems to promise any good for our cause, he is ever ready to share his part in the toil and the expense. Mr. Olcott had the good fortune to attend the Normal school, at Lebanon, Ohio.

He has kept his promise to work in his own county, by sending some excellent articles to the *Independent Press*, published at North Vernon by Mr. H. H. Young. Mr. Olcott says: "I hope the *Journal* will prove a success this year. Every county in our State needs its awakening influence. There is need of a radical reform in Jennings county, as you well know. Friend Young, of North Vernon, has made a beginning in the right direction. I have not yet met a single teacher here who makes teaching a permanent business. Most of them teach as a matter of convenience while other business is suspended. But the teachers are fully up with the employers. It seems to me that one of the surest means to stir up the school cause, is by a wide awake educational journal. I hope, during the year, to contribute something to the columns of the *Journal*; but at present I will carry out one of our resolutions of the Association, to first try my hand in my own county. Success to the cause."

Mr. Chase P. Parsons, who won such a high reputation as Principal of the Evansville High School, Ind., and whose resignation, some time since, in consequence of impaired health, caused much regret, has returned to the labor of teaching; but he has removed to Xenia, Ohio, and is now Principal of the High School in that town. Mr. Parsons is one of the most genial of men, a true gentleman, and a thorough and accomplished teacher.

Mr. H. Cushman, who has been engaged in conducting the public school at Troy, Ind., has returned to the Indiana University to pursue his studies. Mr. Cushman was a successful teacher. We had the pleasure of visiting his school at Troy; order, and industry, and animation characterized it.

OUR BOOK TABLE.

We are under obligations to David Dale Owen, of New Harmony, Ind., for a copy of his Report of a Geological Reconnoissance over the Northern Counties of Arkansas; made during the years 1857 and 1858. This is handsomely illustrated and is very instructive and interesting. We value this work greatly.

We have also received KEY TO THE GEOLOGY OF THE GLOBE, from Richard Owen, M. D., late Prof. of Geology and Chemistry in the University of Nashville, now acting State Geologist of Indiana. This work is illustrated by Maps and Diagrams. Philadelphia: J. B. Lippincott & Co. The design and execution of this work are peculiar. This book fills a place unsupplied and unapproached by any other work on this noble and exhaustless subject. Dare to send for a copy to the publishers and let us know if you are not satisfied.

INSTITUTE LECTURES ON MENTAL AND MORAL CULTURE; by S. P. Bates, A. M., Superintendent of Public Instruction, Crawford county, Penn. New York: A. S. Barnes & Burr. The school teacher's library is ornamented by this book. We intend to quote from it often, hereafter, in the *Journal*. A very readable book. It abounds in anecdotes to the point. It is eminently practical.

POWER'S COMMON SCHOOL GRAMMAR; by the author of "Fower's Elements of Grammar." Boston: Crosby, Nichols & Co. It is a work of superior merit, and embodies many substantial improvements. We copy from the author the following sentiment, which is just as truthful and as applicable to other studies or to other books, viz: "It is well for intellectual growth, that a thought should have several suits of clothing, and be recognized in each—that it should impress itself, not by its garb,

but independently of wardrobe." We concur; and hence teachers, at least, and advanced students, should have a number of the best text-books on each branch of study.

BROWN'S GRAMMAR IMPROVED. The Institutes of English Grammar; Five methods of Analysis; Four Appendixes; Observations for the Advanced Student, and Key to the Oral Exercises; by Gould Brown. New York: S. S. & W. Wood. The distinguished author of this work died last year, after bringing out the Grammar of English Grammars, an immense volume of 1102 pages, which occupies the same place among grammars that the great Unabridged Dictionary of Webster does among dictionaries. Of all the text-books on this subject, which have been several years before the public, we think Brown's Institutes have had the widest and the most permanent success. The work is not greatly in use among us, yet every teacher will be richer for buying a copy from the publishers, whose offer appears in this No. of the *Journal*. We must be forgiven for some partiality for Brown's Grammar, for we owe much to it. In our school days it was our companion, our highest authority; our first work in teaching was done with this for the standard text-book; nor have we seen any occasion to blush for our early admiration. We fain would renew our hours of study over its pages.

THE NORMAL: or, Methods of Teaching the Common Branches, Orthoepey, Orthography, Grammar, Geography, Arithmetic, and Elocution; including the Outlines, Technicalities, Explanations, Demonstrations, Definitions, and Methods, introductory and peculiar to each branch; by Alfred Holbrook, Principal Normal School, Lebanon, Ohio. New York: A. S. Barnes & Co.

During the short summer session of the Normal Institute, many of our teachers will probably attend from Indiana. Let them provide themselves first and immediately with a copy of the "Normal" so as to be prepared.

ORIOLA, a new and complete Hymn and Tune Book for Sabbath Schools, by William B. Bradbury; published by Moore, Wilstach, Keys & Co., Cincinnati. When we heard the "Oriola" and its author mentioned, we expected to find something rather nice, and we were not disappointed. It contains over three hundred hymns and tunes, embracing the best of our old ones, besides many that are entirely new. The hymns are distinguished especially for their purity and simplicity, and the tunes for that sweetness and lively movement that always delight children. We prophesy for it a popularity not excelled, if equalled, by any other work with which we are acquainted. N. E. B.

BROOK'S SCHOOL HARMONIST; published by Barnes & Burr; designed as an accompaniment to the "Manual of Devotion for Schools." It contains many of the psalm and hymn tunes in common use, and, also, some music composed expressly for the work. Those using the "Man-

ual" know how great is the need for such a book, and to them it will be especially welcome. It will, however, be received gladly by all who feel the great want of a *choice* selection of hymn tunes for their daily devotional services. Its page is very inviting. The type is clear, and although two parts are written upon one staff, there is no confusion or indistinctness.

M. A. V.

ELEMENTS OF MECHANICS; for the use of Colleges, Academies, and High Schools; by William G. Peck, M. A., Prof. of Mathematics. Columbia College. New York: A. S. Barnes & Burr. This is a work of convenient size—such as may be read by college students of average ability. It accomplishes, we think, the design of the author, to embrace all of the important propositions of Elementary Mechanics, arranged in logical order, and each rapidly demonstrated. It is, in short, an excellent text-book for college classes.

D. K.

LITERARY ANNOUNCEMENT.—Messrs. Brown & Taggard, of Boston, have in press a new and complete edition of Carlyle's *Essays*, revised, enlarged and annotated by the author. The work will be in four volumes, printed at the Riverside press, on fine tinted paper, in the style of the Boston edition of the "*Curiosities of Literature*." It will have a copious index and new portrait, and will be altogether the finest edition of Carlyle ever issued on either side of the Atlantic.

WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA.—The Merriams have just received an application from the Director of Collegiate Institution at Nova Friburgo, Rio Janeiro, for twenty sets of their "*Pictorial Illustrations*" only. The Professor says, "They would be useful to me in some of the classes of sciences." The illustrations are never sold separately from the body of the work, but this application indicates a high appreciation of their beauty and utility.—*Springfield Republican*.

ITEMS.

Mr. R. E. Ricker, Superintendent of the Louisville, New Albany, and Chicago R. R., deserves many thanks from the teachers of the State for the courtesy shown to our profession in passing teachers over that road at half fare to and from the State Teachers' Association, last December; it was the only instance in which it was done, so far as we know. When Mr. Ricker comes up for some important State office, we intend to vote for him without regard to politics.

The oldest man in the world is Captain Viroux, of Belgium. He was born on the 19th of November, 1709, and is consequently one hundred and fifty years old.

TEACHERS MOVING—1860.

We are proud to say that County Associations have been held in Johnson, Warrick, Putnam, and Shelby counties thus early, and that the teachers of "Old Dearborn" county hold a meeting at Lawrenceburgh on the 24th of March. Prof. Fletcher, of Greencastle, lectures there on the evening of March 23d. We have been very kindly invited to all of these meetings, but have been so unfortunate as only to be able to attend two of them—Warrick and Johnson. We present the simple excuse of sickness, and we hope it may cover a multitude of sins, for we have been much disappointed.

We wish an abstract of the minutes of all County Associations, not to copy at full length but to extract from, so as to interest all. The proceedings of Johnson and Warrick County Associations we have not received, or they have been mislaid or overlooked. If they are printed they should be cut out and sent in an envelop to us, otherwise they may be overlooked among so many exchanges.

The teachers of Johnson county have taken up the work in noble style. They have already held two meetings of their Association at Franklin, and teachers from remote parts of the county were present. Prof. G. W. Hoss delivered a lecture before them at their last session. Mr. J. H. Martin made a report on the methods of teaching grammar; and Mr. L. M. Andrews, an enthusiastic teacher from Illinois, also favored them with an address. Mr. Wm. M. Craig, Prin. of the Academy at Edinburgh, Mr. J. H. Snoddy, a live teacher from the same place, who was very active in organizing the Association, and Mr. J. E. Clarke were present both times, we think, to give their hearty encouragement to the undertaking. At Franklin there are quite a number of whole-souled, earnest workers in our profession, among whom, we may be pardoned for naming, are Prof. J. S. Hougham, Prof. J. Brumback, Prof. F. M. Furgason, Mr. B. Wallace, S. Burton, and our good and active friend, W. T. Stott, all from the Franklin College. Dr. J. H. Martin, Prin. of the Franklin Academy, enters fully and zealously into the attempt which is making to awaken a deeper interest in educational matters in that county. Dr. Ritchey and Mrs. H. E. Richey contribute to the cause, and, to make the omens of success more promising, by bringing into the representation teachers of all varieties of schools. Mr. J. H. Waters, who is conducting an independent school at Franklin, gives the Association his vigorous and efficient support. Well done for Johnson county, may a host of teachers from the rural districts gather in to the meetings of the Association. And to secure such a result it is very desirable that the County Examiners of Johnson county should be practical teachers.

We send to each of the Commissioners copies of the *Journal* containing articles on that subject, and we hope the Commissioners will not pass the question by without a second thought.

Remarks were made on this subject at the Association by Prof. Hoss and others. Attention is aroused in many counties to the importance of this matter. In Wayne, Monroe, and Spencer counties they have practical teachers for examiners.

A committee was appointed at Franklin to develop a plan for the organization of a Teachers' Institute.

REPORT BEFORE THE WAYNE COUNTY TEACHERS' INSTITUTE.

How to interest a school of small scholars, is a subject of vital importance to each and every one either engaged in, or anticipating, the profession of teaching.

A few reflections may not be inappropriate upon the importance of the work which we, as educators, are expected to perform, in faithfully directing those committed to our care.

It is evident upon investigation, as we realize our situation and know that we are responsible for the attainments of our pupils, our task is no light one. Yet, are we not culpable, if in apprehension of the labor we necessarily must perform in the course duty marks, should we divert our faculties from a close and strict inquiry as to what these obligations are? Should we not at once acquaint ourselves in what these obligations consist?

Too little, far too little time and attention have been given to the consideration of what is required of us, in the faithful discharge of our duties. Have we not, as individuals, had to mourn, this I have done and left the other undone? Or, if done at all, done imperfectly! At other times have we not quieted the monitor conscience by acknowledging the imperfectness of the performance, and at the same time pledging this monitor that in the future we intended to acquaint ourselves with the best methods of imparting instruction, and would reduce this future knowledge to actual practice? And have we not, when the convenient season arrived for our improvement, been as before too fond of our ease, to avail ourselves of the knowledge our better judgment had considered desirable?

On every occasion were we to manifest our interest by preparing ourselves for its accomplishment, would not this preparation not only prepare us better to impart instruction, but also, be calculated to elicit from the young a deeper interest, and call forth a response which would indicate their appreciation of our labor for their improvement. By exhibiting constantly a desire for their improvement, how much more liable will they be to make every exertion which will tend to facilitate their progress!

Incalculably valuable to the young scholar, is the consciousness that we are not indifferent when they meet with difficulties, and that our delight consists in aiding to surmount them. Even should they seem to us merely petty perplexities, yet, their difficulties are, nevertheless, matters of great concern to them. Our sympathy and our efforts to solve the mysteries which are ever presenting, as the student ascends the Hill of Science, encourages him to increase his efforts, and affords an opportunity of willingly leading him on from hight to hight, constantly and perseveringly pointing out new beauties! And these impressions which are received, and these truths which are treasured up, will not only have a permanent effect upon his future life, but will also wield a powerful influence, either for good or ill, throughout the countless ages of eternity.

To be as practicable as possible at present, teachers should be awake, wide awake and ready to seize every suitable opportunity which offers, for awakening a deep and lively interest in all the daily exercises of school. All the exercises should be attractive. That this may be attained, we often find our ingenuity taxed to the utmost.

Children are fond of variety, and the greatest possible advancement is witnessed when we attend to this particular. It is not uncommon to notice a change effected in dull, stupid scholars by merely a change in the manner of presenting a subject which had become wearisome. And when the sprightliest grow listless or indifferent, by varying the mode of imparting instruction, their attention has been riveted, and they have become so animated that it has seemed a new spirit had been given, or some new faculty had been awakened.

Yet it must not for one moment be inferred that because it is desirable to vary, we would wish to yield so far to this natural fondness for novelty as to lose sight of utility. We would avoid fatigue, introducing the new before the old becomes wearisome, that thus we may more certainly be able to secure an interest when the occasion next arrives for attending to the same exercise.

Sometimes it is well to give all, of equal qualifications, the same general exercises, and then require their criticism. Then exercise them separately, still requiring the particular attention of each, that they may correct or commend, as the case may be.

Children are fond of imitating those who are older and better informed than themselves, and this peculiarity can be used to advantage, by encouraging them to make an attempt at imitation, although they may not have the best expectation of success. Yet, great care must be observed, at all times, that there are none discouraged by expecting them to accomplish too much.

It is evident that the young are best pleased with their associates, when they are perfectly satisfied with themselves. Therefore, if we would have them cheerfully operate in concert and harmony, we must

resolve never to lessen their self-respect by expecting impossibilities, and then reproaching them for want of success.

Choose rather that children be ahead of their books, than that their books be ahead of them. Otherwise you need not anticipate that advancement which it is reasonable to expect, when their books are suitable. We desire not that we should be understood by this to favor idleness.

Be sure that a lesson is thoroughly understood before a new one is assigned, and never leave an old study for a new until its principles are perfectly mastered.

Who has not noticed the want of animation, and the stupidity manifested by the young when badly classed? We would have all feel happy in the consciousness that they are doing well, and making the greatest exertion to attain the greatest possible good.

While we would advocate thoroughness in all the studies usually pursued, we would, as circumstances permit, introduce other studies, or, at least, their elements. What should be introduced, and when, will depend both upon time and the qualifications of teachers. Many important facts can be taught orally. This will require great drafts from the teacher's store of knowledge. Happy will it be if we are always fully prepared for every emergency, that we may give here a little, and there a little, as necessity demands.

Daily exercises upon slates and at the blackboard are agreeable and profitable, and these should be as various as the attainments of the pupils will permit. In conducting these, the important fact should be impressed that what is worth doing at all, is worth doing well, and that no exercise suitable for a class exercise can be unimportant. They should not be continued longer than we can gain undivided attention.

When children are early trained to express their thoughts, it is a source of pleasure to them, and it is surprising to observe the proficiency they will make, if it be required of them regularly to give their ideas in their own language.

We have been delighted to hear descriptions of different objects, given long before they were capable of writing a composition. But all should write, as soon as they can write intelligibly, and then can be required with propriety, as a portion of each days employment, short compositions. These have been commenced by the preceptor first naming some familiar object; for instance, an article of furniture, which he would describe, giving its dimensions, properties, uses, &c. Then requiring all to express some fact relative to it, clothed in as good language as possible. Teaching them that they accomplish most who make themselves best understood, and that practice like this will enable them to communicate their thoughts with force and clearness.

Much of the repugnance which has been felt for writing, might have been completely avoided, had teachers pursued a different course. The

method adopted for many of us, was something as follows: At the close of the week the command would be given, next week you must all have compositions, and every one must be handed in by Wednesday, and should any one fail to produce one by that time, they must expect to pay the penalty. That visitors would be present on Friday, if not the School Committee, to hear them read. Quite enough to frighten every thought away for a fortnight, from a sensitive, nervous child!

Considerable proficiency can be made in drawing by regularly attending to it, and it is a branch which even the youngest will pursue with delight. Although so necessary, this has received too little thought. Necessary, because it brings so many faculties of the mind into active exercise; also, tends to the refinement of the taste and the perfection of the judgment.

A knowledge of the principles of drawing can be applied to the practical employments of life. Those who have improved their talent for drawing, can more readily judge of form, size, and distance, and will gain a control over the muscles of the hand and arm which can be obtained, so surely, in no other way.

One of the greatest advantages to be derived from this, is the habit of observation. And to such that have acquired this habit, Nature reveals her treasures, and useful lessons are taught by her revealing, which we might seek for in vain through other sources. Then, there is no subject that can be presented which the young will engage in more enthusiastically than this. When excellency has been attained in drawing, it will be easier to acquire the power of concentrating the mind and applying it to other things. It creates a desire to examine the works of nature, and, in the study of nature, what a field is opened for thought and investigation! To the mind accustomed to observation, the tender plant, the rustling leaf, the smallest shrub, the tallest oak, the most delicate or gaudiest flower, the winged bird, the soaring eagle, the fleecy clouds, the pelting rain, the bow of promise, speak a language full of instruction.

Singing has a gladdening, harmonious influence. It is one of the happiest employments in which we can engage. Who has not, when viewing the smiling, joyous, happy faces of children, considered the pleasure with which they engage in music, and exclaimed "I love to look on a scene like this," or wished "would I were a child again?"

Calisthenic exercises merit a cursory notice. Where it is practicable to spend a few minutes each day in this manner, the time will be pleasantly spent. Education falls short of its greatest, highest aim, when it fails to produce a symmetrical development of not only each faculty of the mind, but, also, of all the organs of the body. Hence we would educate mentally, morally, and physically.

Why should the child be unconscious of the laws of life and health, or taught to trace the rivers of Africa through their devious windings to their source, and yet ignorant of the currents coursing through his own

body. The elements of physiology can be as profitably taught as the science of numbers.

Nothing will tend more surely to dissipate a love for intellectual pursuits, than a want of sufficient studies to employ all the time. Hence every one must be busy, and realize that school hours are not, with impunity, to be idled away. That they must count as lost, irretrievably lost, the day whose setting sun views no labor done.

Declamations and colloquies claim our consideration. The advantages to be derived from these are apparent. Even the youngest can engage in these with pleasure and profit, and the most puerile efforts are worthy of attention. A love for reading can be thus induced, the ear educated to discriminate between proper or improper sounds and the organs of the voice rendered, by practice, capable of making correct sounds, while they are pliable and susceptible of improvement. A desideratum not to be undervalued, is, they aid those who are thus practiced to command their thoughts, and maintain their self-possession under embarrassing circumstances.

Teachers, if they would render school attractive, must have the hearty support and sympathy of their patrons. Much of the happiness that the young experience in the pursuit of knowledge, is derived from the consciousness that they are obeying their parents and fulfilling their wishes. Much of the trouble the teachers experience from governing, could be avoided, did parents realize it is a duty they owe the teacher and their children, to aid in supporting the teacher's just requirements. Teachers should endeavor to consult and operate with parents, in cases of difficulty in government.

Parents should make themselves acquainted with the qualifications of their children, that they may judge whether they are progressing and experiencing that interest in school so necessary to insure progress in study. They should, also, know whether they are tardy or irregular in attendance. Unless parents are fully sensible of the impression their influence has in these particulars, and all others concerning the welfare of their children in school, we can not create that lively interest so much desired. Since so much depends upon harmonious action, let parents, teachers, children all unite for their mutual benefits, one spirit actuating and permeating the whole, and then will schools be interesting, and the days passed in teaching the most useful and happiest of our lives.

To recapitulate; teachers should be well prepared for their work, and be willing to adapt themselves to the capacities of their smallest scholars, and remember that every laudable means must be taken to secure the interest, sympathy, and affection of the children, and labor not only to gain the love and respect of the youngest child, but, also, of the parents. And prove by a consistent course, that while engaged in educating, their greatest pleasure consists in assisting the young to lay a good foundation for future usefulness, and preparing them to receive a thorough education.

We would say, in conclusion, with the language of the "Children's Mute Appealing:"

"Give us light amid our darkness;
Let us know the good from ill;
Hate us not for all our blindness;
Love us, lead us, show us kindness—
You can make us what you will!

We are willing, we are ready;
We would learn, if you would teach;
We have hearts that yearn toward duty;
We have minds alive to duty;
Souls that any hights can reach!

We shall be what you will make us—
Make us wise and make us good;
Make us strong, for time of trial;
Teach us temperance, self-denial;
Patience, kindness, fortitude!

Look into our childish faces!
See you not our willing hearts?
Only love us—only lead us;
Only let us know you need us,
And we all will do our parts.

Train us! try us! days slide onward,
They can never be ours again;
Save us! save us! from our undoing!
Save from ignorance and ruin;
Make us worthy to be men!"

TEACHER'S ASSISTANT.—This work by C. Northend, author of "The Teacher and Parent," is a series of familiar letters, to one entering upon the teacher's work.

The first letter, on the teacher's vocation, is excellent. The following chapters are made up of a consideration of each topic in detail, including school management, and each particular branch of study, which constitutes the daily duties of our profession. The matter in this part of the book, although not entirely new, contains many excellent suggestions, which might prove valuable, especially to beginners.

The full appendix is the most valuable part of the publication. Professional books of this character, of which they are lamentable few, should occupy a place in ever teacher's library. Boston: Crosby, Nichols & Co. Indianapolis: Stewart & Bowen. G. A. S.

NOTE.—See important advertisements in this No. of the *Journal*.

HOW SHALL WE MAKE GOOD READERS?

BY G. H. STOWITS.

This is an important question, and should engage the fixed thought of all workers upon minds. A good reader commands the undivided attention of all listeners. But how rare is such a treat? To what shall we attribute the *cause* of so few good readers? We answer that it is for the want of a proper discipline of the voice, "that most wonderful of all instruments."

As teachers, we hasten over the elementary basis, so essential to make good readers, to repeat *words, words*, as though that was the key to attain what we so much desire. Pupils need to be drilled for weeks upon the elements, so that the organs of speech will perform involuntary almost, the slightest elemental sound in articulation. If beginners were drilled regularly in the elements, articulation would be nearly faultless. A faulty articulation can not be overcome, except by a daily discipline in the utterance of the elementary sounds. Vocal gymnastics, as a regular exercise, will not only secure a good articulation, but help develop the physical structure, so important to the well-being of the child. The teacher should start with the monotone, or "*reading on a horizontal line.*" When that is thoroughly mastered, then the shades of voice will naturally follow, and all errors are quickly detected. Then *accent, emphasis, modulation* and *pitch* of voice, with their various examples illustrative of each, will succeed each other legitimately. Difficult consonant combinations, and sentences of like character, should be repeated with every exercise, for this work is not the production of an hour, day, or month; but the work of successive months and years, and will ultimately produce glorious results. The teacher should give interest to every exercise. He should be able to re-create into life each day, what most teachers consider a *dry, dull*, and monotonous task. So it will be, when the teacher fails to *thrill* the learner with the importance of the subject, and evidence the same, all over his own being. From his heart to the heart of his pupils the telegraph must be established, and along the unseen wires, such communications must pass as will make teacher and scholar a *unit*. Then progress will be attained, and good readers an inevitable result.—*N. Y. Teacher.*

VALUATION OF BOSTON AND NEW YORK.—The present assessed valuation of New York city is about double that of Boston, although the population is probably four times greater. The valuation of Boston, in 1859, is the same that New York had in 1850, namely, \$270,000,000. In 1851, New York had about the same amount of banking capital Boston has in 1860—nearly forty millions of dollars.

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THE UTILITY OF ORNAMENTATION.

BY R. S. GOODWIN.

The spirit of romance and poetry, that was cherished in the wild imaginations, and bright, delusive dreams of an earlier age, has long since disappeared to be succeeded by the strongly marked utilitarian earnestness of the present.

And although this spirit ought not, on the whole, to be disparaged, yet is there not just cause of regret that the present age has over-stepped the proper limit in attempting to reduce everything to the standard of the so-called useful?

It can not be denied that we have attached a too narrow and selfish signification to the term. We have considered everything tending to minister to bodily necessity, or to subserve a mere physical existence eminently utilitarian, while we have called everything, not thus directly subservient to life, useless and unworthy to human aspiration.

Every ornament in nature or art is looked upon by some with a cold, cynical disposition. The precious ore in the secret lodges of the mountain is more pleasing than the cloud-capt pine that shades its gloomy steeps, and the narrow counting-room in the crowded city has greater charms than the great picture gallery of Nature.

We have come to think ourselves vastly more wise in our chase after wealth; in our pleasures for taste and our pleasures of dress; with our cast-iron ornaments and veneered houses, than were the ancients who molded the marble of

their temples into forms of living beauty, fretted their domes with misty labyrinths of light and shade, arched their windows with inimitable traceries, and reared their pinnacles and spires with fantastic crotchet and airy finial into the azure of the o'erarching heavens.

In thus losing sight of the beautiful in our search for the fancied useful, asking ourselves only what we shall eat and what we shall drink, we have made ourselves too much the slaves to the "ignorant present," and have come to look upon earth, air, and water as almost the only essentials to sublunary existence.

But all this struggle for the practical and neglect of the ornamental has arisen, we think, from a misapprehension of the real import of the term useful.

When we consider men with faculties for the appreciation of the glory of art because it is typical of a higher glory; when we find the vast temple of Nature, thronged with forms eloquent with beauty which seem to beckon our thoughts away from the "feverish shadows of time," we can but acknowledge that there is utility to be derived from other sources than those which sustain mere animal existence.

That which best satisfies the wants of our higher nature, and tends to develop the mind and heart, is most truly useful, while that which is only life-sustaining becomes valuable in a more humble and limited sense.

That we are capacitated to appreciate the beautiful, will be universally conceded. Then in the world of nature, there are multitudinous forms and beauties that are the appropriate objects of our faculties.

We find here a spirit that marshals into excellence of form and harmony of proportion the materials of earth. It builds up the gray precipice into the deep azure of the sky, and curves the slopes of the hoary mountain. It transforms the airy clouds into chariots of crimson fire. It sends the quiet streams on in their gracefully winding courses over the sunny plains. It arches the bough of the elm and coils the trellised vine. It fashions the symmetrical crystal, the delicate leaf and the wonderful wing of the insect.

Shall then these decorations of our earthly abodes, that have cost so much toil, self denial, and sacrifice, be stigma-

tized as the useless fruits of human vain-glory? Shall the sneering interrogative, *Cui Bono*, be asked of the embellishments of art, while the earth remains a vast wilderness of beauty as a heaven-born proof of the utility of decorations? Are those finer emotions, those intenser intellectual pleasures, vain phantasies of the imagination, unworthy of our nature? Is that love useless that grows warm over the master-strokes of genius, or that, Guido-like, converts the wings of an angel that it may behold superhuman excellence? Was that aspiration worthless that transported Correggio as he gazed upon the pictures in the studio of Raphael? Gloomy indeed must be the views of the man who maintains this.

But to consider some of the special benefits of decoration, we mention, first:

That it cultivates the mind as distinct from the senses.

Science and art are valued not so much because they impart knowledge as because they discipline the intellect. It is true, architecture, as well as all the fine arts, may not be styled the "bread and butter sciences," neither is it affirmed of them that they secure an addition of knowledge, but that they necessitate mental culture.

A lively sensibility to harmony of proportion and a familiarity with the best models of art, cultivates the faculty of taste. The discreet use of ornament in the arts of a nation effects a most happy change in the taste of its people.

Pure taste is often found working silently and beneficially under circumstances of this kind when least expected. It forbids wanton superfluity and rebukes gorgeous extravagance. It unites the elements of beauty and utility in such fitting proportions as to ensure permanent appreciation. It directs not only the chisel of the sculptor, the pencil of the painter, or the pen of the author, but it enters the workshop and guides the tool of the mechanic, and becomes an overseer in the halls of the manufacturer.

But ornament tends not simply to "raise the genius," but to "mend the heart."

Says Sir Joshua Reynolds on this subject: "Every establishment which tends to the cultivation of the mind as distinct from the senses is an inferior school of morality, where the mind is polished and prepared for higher attainments."

The expression of moral purpose transcends that of mere bodily design. The costly monument, the glittering tower, the solemn temple, touching memorials of human love and devotion, master works of the pallet and the chisel, seem to impress us more strongly if possible than the works of nature. And yet these are not so valuable for the technical skill which they exhibit, as for the spirit that fashioned and adorned them.

Again, a proper use of ornament increase our sources of happiness. The pleasures of sense soon pall upon the taste, but those derived from the intellect are more intense and lasting. Who that has admired the inimitable works of the peerless Phidias will doubt that a love of the beautiful is a source of exquisite happiness? Who will deny that it has ever stood before the campanile of Giotto at Florence and gazed upon those spiral shafts of glowing jasper and the rich flamboyant tracery of those gray heaps of massive stone?

To look with total indifference upon the diademed towers, Gothic shafts and richly wrought capitals of such a structure were impossible.

"Whate'er adorns
The princely dome, the column, and the arch,
The breathing marble and the sculptured gold,
Beyond the proud possessor's narrow claim,"

becomes an infinite source of pure enjoyment.

A constant intercourse with the beautiful in art increases our capacity to enjoy the beautiful in nature, and thus inspires that divine love which looks "from nature up to nature's God."

It should be the design of every true ornament, truthfully to interpret nature. The principle of truth dignifies every art and ennobles every pursuit.

Decoration loses its power when it rejects the lamp of truth and receives the light of an extravagant and false imagination.

The exuberant outgrowths of a disordered fancy, a want of external adaptation to internal use, and an over-exact, Procrustean regularity, violate the principles of truth and defeat the proper end of all true ornament.

The genius of ornamentation, when clad in the golden panoply of truth, sheds a mild halo of refinement over the nations. She gives to the artist and amateur fresh impulse

to exertion, arouses the talent not only of the artist, but also of the poet, philosopher, professional man, and mechanic, elevates and dignifies society, multiplies the comforts and enjoyments of life, and presides over the aspirations of genius.

"Filling more and more with crystal light,
As pensive evening deepens into night."

N. Y. State Normal School, Sept., 1859.

For the Indiana School Journal.

EDUCATION OF THE HEART.

In an address published in the Feb. No. of the *Journal*, is a sentiment which should be engraven upon the door-posts of every school-house, and upon the heart of every teacher, that in education there is a *moral* as well as an intellectual culture; an education of the *heart* as well as of the head.

In our attempted self-government we have learned one important fact, that stability of government and the happiness of society is greatly dependent upon national morality. The painful and melancholy illustrations of this truth are found in those once mighty kingdoms that have perished like the visions of the night; and perished, too, for the lack of popular virtue. Behold, now, the wild war and tumult which agitate the nations—the headlong career of revolution, and say what power shall control this excited multitude, now rushing around like bacchantes. Long has earthly authority attempted this, but in vain; for it is only the spirit of Him who spoke to the stormy sea of Galilee, and its winds and waves were still, that can rebuke this tempest in mid-fury.

In our prevailing systems of education, there exists an enormous error—the neglect of that part of the mental constitution which is called the *heart*. By a very large class of society, the intellectual powers alone are deemed fit subjects of cultivation. They therefore carefully educate the understanding, the memory, the imagination, and the taste, while

beautiful pictures, curious images, and rich gems. "Surely," he says, "the world will be pleased with these;" and he spends days, and months, and years, in framing, and arranging, and perfecting them. Knowing the value of his thoughts thus coined from his very brain and heart, with fond anticipation he presents them to an unappreciating world. A pretentious critic, ignorant in fact as wise in his own conceit, thrusts his poisoned dagger through the sensitive, trembling nerves, to the very foundation of life. Thus tireless effort, wasted fortune, ruined health, and suffering, are rewarded with blasted hopes and ignominy. The human heart can not live on such food; the man dies, but his deathless thought lives. It may drift hither and thither on the broad sea of human experience, unnoticed for a time; but as the world grows older and wiser, some bold Columbus will venture out upon that sea and rescue it, and the name of its author, from the waves of oblivion. Thus his reward, though too late, comes at last.

But there is another martyr, moving silently down into the stillness of the grave. Not even the muffled drum, the tolling bell, the craped hearse, or the mourning friend, attracts the eye of the busy world thitherward as the teacher passes beneath the shadow of the tomb.

The great apostle of free schools in this country has but recently given himself a martyr to the cause. Years of unremitting labor in Massachusetts, exciting the constant opposition of those whose ignorance could not understand the wisdom of his plans, and whose contracted selfishness could not comprehend his large-hearted philanthropy, and later the duties of a still more laborious and vexatious position, at length proved too great for him; and the man of the silver tongue, the brilliant mind, the benevolent heart, has yielded to the demands of violated law. "A life of genuine chivalry," says one, "the Christian knighthood of the nineteenth century, stainless, and steadfast to its baptismal vows, has passed away in silence." A great jurist dies, famed, not for his good deeds and noble heart, but for his brilliant scholarship and dazzling oratory, and the flags of the nation droop, while her first orators pronounce his eulogies. A great benefactor of his race, an advocate of temperance, a champion of freedom,

a friend of universal education, a lover of God and man, dies, and no eulogies, no funeral pageants. Here and there a spirit mourns the loss of one from among the noblest of his race, but sadness sits at few of the hearth-stones blessed by his influence. Many who receive the benefits of his toil have never heard even the name of their benefactor. Had he led our armies against a foreign foe his deeds would have become as household words of our land; but when he has bravely battled the hosts of ignorance and crime, the only real enemies of free institutions, he falls in the noble strife unnoticed.

But he is not the only martyr. In that great army, of which he was a leader, there are multitudes, less widely known to fame, but not the less heroic. The image of one comes up before me. One year ago there was present at the meeting of this Association a young man of modest bearing, but of sterling worth. From that time until recently I have seen him, almost daily, at his work in the school-room. Faithful, earnest, persevering, affectionate, he labored on, feeling the nobleness of his calling. He shrunk from no toil, he neglected no duty, he spared no effort. But strength wasted, health failed, and he walked into the opening grave with the teacher's armor on. His last sane words, and his last wild broken sentences, were of his school, and his duties there. Ashes thus early scattered over a lately-formed hearth-stone, sobs from the broken heart of a young widowed mother, unfeigned tears of fellow teachers, and the dead hopes of bereaved friends, told how faithful a martyr he had fallen. Who of us can look upon the lifeless form of one thus cut down in the strength of manhood and not feel that this is an earnest work?

But I need not go beyond the reach of my own voice for illustrations that this educational work is one of martyrdom. The sunken eye, the blanched cheek, the care-worn countenance, and the premature old age, tell me that Illinois, though she may be ignorant of the fact, has placed many of her noblest sons and daughters upon the altar. The evidence is before us that he who has chosen the teacher's profession for his life-work has given himself to a perplexed existence and an early death; to a life of toil rewarded with ingratitude and abuse.

A life of toil! What school does not impose too much labor upon the teacher? Is it the college? Ask the professor who gives instruction from five to eight hours per day, for a nominal salary of five to eight hundred dollars, which, perhaps, he never receives.

Is it the High School? There the same individual must teach mathematics, natural sciences, ancient and modern classics, belles-lettres, ethics—in short, almost every branch of human science. Difficult points must be examined, illustrations must be sought; experiments must be prepared, exercises in Latin, French or English composition must be corrected. And thus the true teacher, seeking the highest interest of his school, forgets himself, and gives his hours of recreation and rest to work preparatory to his daily task.

Is it the Union School? Let my friend who has the supervision of half a thousand restless youth; who must conduct his recitations six hours each day, in the presence of two hundred mischievous scholars; who must infuse interest, and zeal, and life, into dull, listless pupils by exhausting drafts upon his own enthusiasm; let him reply.

Is it the Primary School? Let her who each evening rejoices that another day has gone, and drags her weary body home, there to weep because she thinks she has achieved so little, let her reply.

This is but a tithe of the bodily toil; and it is not this that wastes and finally destroys. Mere physical labor may be performed by a mere machine; but as the mind is superior to the body, so its exercises exhaust and prostrate the more rapidly. The teacher has felt the effect of this mental toil in his experience of different day's labor.

Yesterday was a beautiful day. The whole face of Nature was lighted up with the bright, benignant smile of the great Creator, and all her voices seemed vocal with his praise. The hearts of teacher and pupil were touched by the sublime harmony of the universe, and, catching the key-note in the early morning, struck no jarring discord the day long: no bitter complainings, no concerted disturbances, no truancy, no quarreling, no listlessness, no idleness, no stupidity, no failures, on the one hand; and no scolding, irritability, dark frowns, or severe punishments, on the other: every where

order, activity, and progress. What a blessed day was it for the teacher! With a cheerful heart he performed the duties of his place, and at night turned the key upon the door, (with a joyful song), feeling but little more fatigued than when he entered in the morning. This is a bright day in his experience that I have suffered to shine in even upon these pages; would that I had no other, and I fear more common, school-room scene to paint.

But to-day Nature weeps. The cheerless cloud and the cold rain seem to form their images on the minds and hearts of all. The first countenance is one of anger; the first voice is one of complaint; the first movement is one of disorder; the first attempted recitation a failure, and the last only worse than the first. "The whole school is one organized obstruction. The scholars are half-unconscious incarnations of disintegration and contra-position—inverted divisors engaged in universal multiplication." The teacher has resorted to every conceivable device—has racked his brain and exercised his ingenuity till it seems every scheme has been tried, every resource exhausted. After a long, long day, night comes, and finds him discouraged and despairing; and he thanks God, from the depth of his soul, that night has come.

Nor are such days as these unfrequent to most teachers. Indeed, what day has not its wearing cares and perplexities? They are the constant, inseparable concomitants of the teacher's life, which they soon destroy. But, even now, we have only touched upon the surface trials of the true teacher. He is not satisfied with conveying information by the old stage-coach and saddle-bag methods, when he can reach the same point by telegraph. But just so sure as he refuses to use the time-honored vehicles, and introduces the modern innovation, all along the line wise ignoramuses will cut his wires and destroy his batteries. He that enters the school-room with the full purpose to make his school an honor to himself, the cause, and the age, must calculate at the outset upon a long hand-to-hand contest with ignorance. If consummate wisdom direct his plans, matured counsel select his grounds, and heroism that prefers death to defeat defend them, he may come off victorious; but the old enemy, watching from his almost impregnable fortress, will send forth his light-armed

and his heavy-armed, his infantry and his cavalry, and not till the last officer has fallen, the last private been taken prisoner, will he raise the signal of truce. Our hero may win the field, and leave his principles in possession of the flag; yet, in the struggle, however complete his panoply of conscious rectitude, some arrow tipped with the deadly poison of ingratitude may find its way to his heart, and he not live to behold the fruit of his unselfish sacrifice. But, whether comes defeat or victory, the contest is inevitable. He of the faint heart should not enter it, and he of the brave heart should remember that muscles of iron and sinews of steel can not wholly withstand its influence.

The physical exertions, the mental labor, the combat with opposition, the ingratitude of those benefitted, rapidly undermine the foundations of life; but there is another element in his experience more trying still. He may be equal to the physical and mental labors; he may gird himself to meet the opposition; in a good conscience he may find a balm to soothe the sting of ingratitude; but, if he have a high sense of the responsibility that rests upon him, nothing can furnish him relief from the constant and corroding anxiety for the wayward ones committed to his care. The destiny of their souls, priceless as the life of the Infinite Son, depends on his influence. How he watches the expressions that play over the countenance as good and evil are presented; how carefully he searches for the avenue to the heart; how he strives to win them back to truth. Among the hidden springs of action he at length discovers one that elevates. Cautiously he fastens a silken cord around it. Day by day he gently increases the pressure, till the dawn of manhood appears. Higher aspirations, purer thoughts, nobler purposes, manifest themselves. But, just as hope gladdens the teacher's heart, some overpowering temptation breaks the cord, and the lost one returns to a deeper degradation than that from which he had been raised into a purer atmosphere and higher life. From that depth he returns only curses to his benefactor. The teacher has endeavored to do his whole duty, he has labored to restore and preserve the divine in the human, but has failed. He has nothing for which to condemn himself. Neither has the mother, who, trembling between hope

and fear, for days and weeks, watches with breathless anxiety the flickering taper in the bosom of her child; but when that spirit has flown, and she once more turns her thoughts upon herself, she finds cares, and anxieties, and sorrow, have left their furrow on her brow, although that sorrow were unmixed with remorse. So will the teacher. Thus to labor, opposition, ingratitude, and abuse, disappointment is added.

But is there not a brighter side to this picture of the teacher's life? Are there not some lighter shadows with which to relieve this dark back-ground? Thus far we have spoken only of toil, and ingratitude, and martyrdom. But pleasure at beholding the growth of mind, joy in witnessing the development of young hearts, the warm, almost worshipful, affection of obedient children—here, a mind wakened into activity; there a soul brought into harmony with the laws of God—these things sweeten the cup. Even in the martyrdom itself, when voluntarily endured, there is something almost sublime. The faith that can lead its possessor to the stake, and render him happy even in the midst of consuming flames, has within it a principle that commands admiration, and secures followers, whatever fate may await them.

The Christian looks back over the pages of history, and sees one of the disciples smiling at the excruciating tortures of the inverted cross; another calmly praying while subjected to the terrible machinations of the Inquisition; a third triumphantly singing his songs of thanksgiving, while the blaze of the fagot is consuming his latest breath, and rejoices that theirs is his belief. These scenes, though they alarm the timid, inspire the heroic with a desire to embrace a like glorious faith, even with a like fearful end.

The teacher who looks out upon the field he has entered and beholds the rank growth of weeds and thistles choking the priceless grain and destroying all possibility of fair fruit, but yet, because he sees the arch-enemy of the human race still scattering the seeds of death, and because he must bear contumely and disgrace—must toil, and suffer, and die—fails to gird himself for the labor, and prepare with naked hands to uproot the thorns and thistles, is not a true and earnest man. His is a faint heart, unworthy the high calling of youth's teacher. Better that he find his place among the world's other workers, or even its idlers.

Fellow Teachers, when well performed, ours is the most glorious of works, requiring strong hands, and warm, resolute hearts. He that has not learned to labor and suffer, he that has not drawn inspiration from the dignity of his calling, he that has not some times looked up through the thick clouds to the beautiful world beyond, has no part or lot with the true teacher. He must learn that most difficult lesson of patience. Labor, and suffer, and wait, is written on all around him. He remembers that the world's truest heroes are not those whose fame is most sounded abroad, but those who in heart and life enter into completest sympathy with the Life of Infinite Love. Laboring for the good of his race, prompted by love to man and love to God, he struggles through trials up to martyrdom, ever looking to the Great Teacher, who before him has endured the cross, for his example, his source of help, and his reward.

THE IDEA OF A GRADED SCHOOL.



A FEW SUGGESTIONS TO TEACHERS AND COMMITTEE-MEN.

Notwithstanding all that has been written, printed, and spoken, in respect to a system of graded schools, there is abundant reason for believing that the subject is quite imperfectly understood by many of those who are engaged as teachers or as committee-men, in the management of public instruction.

Were it otherwise, we should find the schools which are already graded, advancing much more rapidly than they do at present, and many of the not graded schools would disappear as the imperfections of a by-gone day.

To many persons, the term "graded school" has still something of the repulsive character of a technical phrase, newly introduced, and not exactly understood. To others it seems to imply much more than those who coined the expression even meant should be its meaning. There are others still

who accept fully the principles of a graded school system, but are not definite in their ideas of its details.

We therefore propose to give in this article, our conception of a good graded school, hoping to show incidentally how important its chief characteristics may be made not only in compactly built towns and districts, but also in more sparsely settled places. Our remarks are not presented as untried theories. They are based on an intimate acquaintance with the system of one of the largest towns in the State, and a close comparison of its features with the superior and inferior peculiarities of school systems in other places. If our ideal seems too high to be immediately attained, we desire to have it remembered, that we are endeavoring to present a plan for a model school, and to answer the questions which we frequently hear from intelligent men concerned in public instruction, as to the aim which should control their efforts in reorganizing their schools and introducing the various improvements of modern experience.

FIRST, we remark in general, that a graded school is nothing but a school well classified, according to the age and attainments of its scholars. Simple as this statement is, we could mention facts to show that, even in communities which are not at all deficient in good common sense, there is such a prejudice against graded schools as can be accounted for on no other supposition than that the meaning of the term is wholly misconceived. Every store-keeper knows that his business is greatly facilitated by the proper assortment of his wares, whatever their kind. Every manufacturer appreciates the importance of division of labor, and, where this is not possible, of attempting but one kind of work at a time. In like manner, every good school teacher knows, and every good citizen ought to know, that the work of education is greatly aided by proper arrangements for the classification of scholars, and for attending in each school room to one thing only at a time. It is precisely this that a graded school secures. Why is it, that so simple a principle is so hard to understand?

Let us here emphatically remark, that it is *not essential* to a graded school that there should be a large and costly building. If there are but two rooms, the primary scholars can

be separated from the more advanced, and the school becomes graded forthwith, not completely to be sure, but so as to secure some benefits of classification. In towns where no more than this can be accomplished, a decided advance is made on the old-fashioned district schools of the country where children of four years old are taught by the side of those of sixteen.

At the same time, we believe, **SECONDLY**, that a large number of scholars should, when possible, be assembled in one building. We are aware that many persons hold a contrary opinion, and the writer acknowledges that his own views were once different from those he now advocates. But in his own mind the importance of an arrangement by which a large number of children can be brought under the same roof, and taught on the same general principles, became more and more apparent by a study of the schools as they are. If all the scholars were taught by one teacher, or if the Lancasterian system of monitorial instruction were in vogue, the case would be very different, but by having a sufficient number of teachers, all the advantages of personal acquaintance of the Instructor with his scholars are secured by sub-divided classes, and other additional benefits are gained. In a word, we secure greater interest on the part of the teachers and parents, greater order and progress in study on the part of scholars, greater ease of supervision on the part of the school committee, and greater economy of expenditures on the part of the public. In the larger towns, where the dwellings are compactly arranged around a common center, school-houses to accommodate several hundred scholars are not only found more convenient than smaller buildings, but in the end less costly. The two best school-houses in New Haven are designed for six hundred scholars each, and so fully are the citizens convinced of the benefits of the plan that they have directed the Board of Education, in erecting another building, to make it large enough for eight hundred scholars or more. It is even believed that good policy would require the enlargement of the two buildings referred to.

It is evident that no such school-houses can be built in thinly peopled districts, and we have already said that it is not essential to have them. All that can be advised in such

cases is that there be as much concentration as the number of scholars and their residences will permit. One hundred and twenty scholars can be taught to much better advantage under one roof than in two or three separate school-houses.

In the **THIRD** place, school-houses should be so constructed that no room will furnish seats for more scholars than a single teacher can efficiently instruct. If this rule is not observed, an assistant teacher becomes necessary. But it is a received opinion in the community, not readily controverted, that with a good principal in any given room an inferior assistant may be employed. In fact, where two teachers are employed in one room, the marked discrepancy in their salaries may be regarded as the estimate, correct or false, which is placed on the value of their services. What now is the consequence? The scholars when promoted from a lower room to a higher are liable to pass from an efficient instructor fully paid as the principal of a room, to those of a less skillful teacher regarded and paid as only an assistant. The plan has an advantage simply in economy. In all other respects it is bad. There is danger that the scholar will find his progress from one room to another no promotion, but positively a degradation.

As to the number of scholars which can be well taught by one teacher, opinions are divided. It is our conviction that the utmost number which should be placed under each instructor is sixty, and we should much prefer to see no more than forty.

In the **FOURTH** place it is important to preserve a just medium between too little and too much separation into classes. There is great danger of error in both extremes. Classes enough should be formed to secure to every scholar companions of his own general attainments, with whom he can steadily advance in learning. But the estimate of these attainments must not be made upon so nice a scale as to multiply the classes beyond the teacher's ability to instruct them. We have known a graded school in many respects distinguished for excellence, where the primary scholars were divided into sixteen classes, each supposed to be a little in advance of the other, and where sixteen promotions were consequently necessary between the beginning of the alphabet

and the completion of a simple reading book? Each teacher instead of having a simple grade of scholars, had four, and found the hours of school frittered away by this multiplicity of duties to almost as little purpose as if the school made no pretensions to gradation. Such abuses of the system bring it into disrepute.

The opinion of many educators is, that within the range of common school instruction, not including academies and high schools, *three* departments should be recognized, which are now very commonly designated in this State as the primary, intermediate and grammar schools. The division lines between these grades can be readily drawn. While the law recognizes the school age as extending from five to twenty-one years, we find in reality in most towns where there is no high school, there are not many scholars over thirteen years of age. They have then mastered what the law requires should be taught in a common school, the elements of an English education. So, too, we find that parents generally regard six or seven years of age as the better time for children to commence school. Are we not accordingly authorized to regard six years as the average amount often devoted to a course of common school instruction? If this be so, two years' work may be laid out for primary scholars, two for those in the intermediate schools, and two for those in the grammar schools. Let the regular time for admission be only at the beginning of the school year, and examine every applicant to see for what grade he is fitted. Then if the number of scholars is so limited and the building so small that only three teachers are employed, let each of them take charge of a department, primary, intermediate, or grammar, and let two grades, and two grades only, be formed in each room. If, on the other hand, six teachers are employed, let each one of them have charge of a distinct grade, making six, as before, in the entire school. If, as is often the case, the number of primary scholars is much larger than of those in the higher rooms, instead of having four rooms or sixteen grades of primary scholars, let the number of grades remain as before, and open a second, third, and fourth lower primary room, or a second, third, or fourth higher primary room, with the same plan of studies, and the same rank as the first.

This leads us to speak, in the FIFTH place, of the necessity in a good graded school of having a definite, progressive course of study. Let it be determined whether that course is to extend over five years or seven, whether it shall include the studies of a high school or not; and then let the various steps in such a course be arranged with special reference to the successive school years, so that whatever is attempted may be thoroughly accomplished. In most schools in this State, we presume that a six years' course of study, allowing, as before suggested, two years to each main division, primary, intermediate, and grammar, will be found to correspond most nearly with the existing arrangement. We can not expect, however, that all the scholars will complete this course in the regularly appointed time. So long as human nature and society are what they are, there will be scholars of natural dullness, and children of ignorant and unwise parents. Illness, family affliction, absence from town, and innumerable other excuses will detain very many from school, and such pupils of necessity will fall behind their comrades and be unable to pass the examination for promotion. On the other hand, though less frequently, there will be scholars of unusual quickness of mind and enterprise, or scholars whose attainments were at first incorrectly estimated, who will demand and deserve honorary promotion in advance of the classes to which they severally belong. But neither of these circumstances will effect the general progress of the school. The classes as a body will pursue for a year their studies without change of instructor, and then will be promoted to a higher rank and harder tasks.

There is a most important field for inquiry, as yet but little examined in this country, concerning the relative importance of different branches of study, and the amount of time which should be given to each. We regret to believe to a very great extent, neither teachers nor committees have a definite idea what sort of an education they are providing. They are working on no plan. Circumstances continually changing determine the course of study, and the progress of the pupil is continually retarded by having to go over and over again, as he advances from one room to another, what should have been mastered once for all. The text-books pro-

vided are in part at fault. Few writers possess the requisite judgment to present for each stage of instruction, those principles and facts only, which are important at that period. The lower books consequently anticipate the higher, and the higher of course repeat the lower. A skillful teacher may indeed be able to resist and overcome this difficulty, but never without a plan clearly defined, precisely indicating the order in which every branch of study is to be pursued, and providing a place for everything which is to be taught, with everything in its place.

We are not at present prepared to offer a scheme of studies for acceptance or criticism. Perhaps none could be devised which would suit any large number of our actual schools. Still, a few suggestions may be made as to the principles which should guide our actions. We must first define much more carefully than the statute, what the common school is to teach. We must then draw the lines of the three departments before enumerated, and finally we must estimate the proper amount of progress to be required in each year. In selecting the studies, we must continually remember that the object of the school is not to make learned boys, but strong men; not smart girls, but sensible women; and that the love of study is not so well awakened by curious facts and entertaining stories, as by a systematic development of the pupil's powers; his judgment, his memory, his imagination, his accuracy of statement and clearness of thought should all be cultivated. A mind *well trained* in these respects is a mind worth having; it can not fail in due time to be also a mind *well stored* with useful knowledge. At the same time, we are not to forget that at every stage of public instruction, many scholars drop away, never to resume the discipline of a school, never to pursue again a course of study. We are therefore to equip them to some extent with the knowledge essential to their happiness in life.

SIXTHLY. We consider it indispensable to a model school, that all the scholars of each room should attend to the same exercises at the same time. Of course, if this is to be accomplished, they must be of the same grade of attainments. Then, if the lesson is in reading, let every scholar pay attention to it. By no means allow one half the room to be at

work with their slates. Each half will distract the other. So with the other studies. Only one thing at a time can be well done in school, and the teacher who attempts to direct two or three different exercises together, must not expect to see much progress.

This opinion is so natural in itself, is confirmed by such analogies in every department of human exertion, and has been demonstrated so thoroughly over and over again in the school-room, that we are at a loss to determine why teachers, and especially teachers of young scholars, are unwilling to act upon it. We can only account for the fact by remembering that it is always easier to walk in an old path than to strike out a new. Teachers moderately successful in the methods to which they have been accustomed, are afraid to venture from the ground with which they are acquainted, and from the established routine, lest they should fail to succeed and the failure be attributed to their new fangled notions. Such blind regard to usage is worse than the routine of English chancery. "How not to do it" is its appropriate epithet.

Closely connected with this train of remarks is the opinion that the teacher should spend most of the school hours in *teaching*; we do not mean in hearing recitations, nor in preserving order, but in drawing out the minds of the scholars; not in seeing if they can recite a page by rote, but in showing them how to understand the words of the author or the facts of the lesson; not in teasing them with unnecessary questions, but in leading them to discover truth for themselves, and to express their ideas in discriminating language; in a word, to train their minds to habits of clear thought and wise judgment. On this important subject we append to this article a few paragraphs from a gentleman whose views are entitled to profound consideration. We refer those who are interested in pursuing the subject further than our limited space allows, to the reports of President Mann, Professor Bache, Dr. Stowe, and many other writers on Prussian education, and especially to Dr. Barnard's *National Education in Europe*, where a compilation of these views, admirably made with reference to general utility, may readily be found. Here is the key to the success of the Germans in all branches of education.

We have good authority for saying that if the teachers of the U. S. could be brought to spend their day chiefly and literally in *teaching*, and if the schools could be so arranged that all the pupils of each room could attend to the same exercises at the same time, a reform would be accomplished not less great than that which Mr. Barnard inaugurated when he determined to devote his labors to improving common schools.

SEVENTHLY, and lastly. A good graded school must have a competent master. It is not enough to have a good visiting committee, nor a superintendent of schools, even if such officers devote their whole time, as is seldom the case in this State, to the business entrusted to them. There must be a chief in each school-house, who shall have power to direct all the assistant teachers, and who shall be held responsible for their failings. No change in the studies of a room, no case of discipline, no irregularity on the part of the assistant teachers, should occur without his knowledge. He should be like the general of a brigade, counseling with all his officers, and yet giving orders to all, infusing into the rank and file of his army enthusiasm and zeal, harmonizing all petty difficulties, and giving a unity to the whole school system which can in no other way be obtained.

Such a man deserves to be well paid. He should have wisdom, knowledge, tact, and above all he should know how to train the minds of the young, to correct their faults, and to develop their virtues. He should be a man to whom all his assistants will look with confidence and respect, and whom the scholars will regard with almost the deference due to a father. He should be an educator, not merely an instructor. If in any town there are several graded schools, the teachers in each should be responsible to the principal, the principals to the acting school-visitors or superintendent of schools, this officer should constantly consult and report to the board of visitors, (or the board of education as it may be termed,) and they should be held to account by the public. No other plan will secure a just system of checks on one of the most important, if not the most weighty of our social institutions.

In closing this article we are well aware that the subject has by no means been exhausted. If we succeed in arresting the attention, and in assisting the efforts of those who are en-

gaged throughout our State in shaping the systems of public instruction, we shall have accomplished all at which we aim.

We have only to repeat, that such a graded system of schools as we describe, commends itself to the public approbation, on grounds of economy, efficiency of instruction, progress in scholarship, ease of discipline, and the possibility of thorough superintendence. While its most satisfactory results can only be demonstrated in cities and towns where the population gathers round a center, yet many of its advantages can be secured if there are only enough scholars to form in one building three separate rooms or classes. Let no one despair of accomplishing something because he can not effect all which he would be glad to bring about. Every step in advance is a positive advantage. Each success makes future victories more certain.

We long to see our Commonwealth, small in extent, but great in the influence which its sons exert, come forward and assume in all departments of education, the front rank to which, by the inherited wisdom of our fathers, and the inherent intelligence, enterprise, and common sense of the present generation, it holds a preemption right.

New Haven.

D. C. G.

For the Indiana School Journal.

A SHORT PLEA FOR TEACHERS' ASSOCIATIONS.

Teachers' Institutes and Associations organized and judiciously conducted in every county of the Hoosier State must contribute character and influence to the *teacher's* profession, and awaken a confidence in their behalf unknown or felt before. These annual associations will inspire the flagging hopes and dispirited energies of many in the profession. The increased interest, and scholastic strength manifested and displayed by individuals during a session of an institute, will attend them through the fatigues of the day, and act the guardian angel about the couch of worn out patience and physical debility, while tired nature demands in soothing ac-

cents, that mental anguish may be hushed; and body and soul in harmonious union seek rest together. Here teachers will be afforded an opportunity to compare their several capacities and accomplishments for the week in which they are about to engage. The young man or woman, in preparing for the humble, yet vastly responsible employment of a teacher, ought to consider carefully and minutely their qualifications for so great a work. It is vitally essential that they study their own characters and dispositions, aside from their intellectual abilities, and finally their "aptness to teach," the ease and freedom with which they can communicate their thoughts and demonstrations to the susceptible and imitative mind of the child; all these, we say, are the incipient steps requisite and preparatory to ultimate success in this noble avocation of life. Entertain no fears relative to the results of your associations together. Do your whole duty and leave results to follow in the train of a rightly directed application of force and unyielding assiduity.

Batavia, N. Y.

G. H. STOWITS.

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM No. 166.—By THOMAS CHARLES.

A man engaged to teach school on the following conditions: He should have thirty dollars per month if he had only thirty scholars, and thirty-five dollars per month if he had forty scholars. He had thirty-eight scholars. What should he have per month according to the above conditions?

PROBLEM NO. 167.—By I. H. TURRELL.

To construct a plane triangle geometrically, having given its altitude, and the radii of its inscribed and circumscribed circles.

PROBLEM No. 168.—By F. J. V. V.

If the frustum of a cone 5 feet in high, of which the circumference of the lower base is 7 feet, contains $17\frac{1}{2}$ cubic feet, what will be the hight of the cone?

PROBLEM No. 169.—By JAMES COLEGROVE.

Given the sides about the vertical angle of a plane triangle, and the line bisecting that angle and terminating in the base, to find the base by a geometrical construction.

PROBLEM No. 170.—By M. C. STEVENS.

Given $x^3 + 2x\sqrt{-1} + \sqrt{-x} = x^2(2 + \sqrt{-1}) + x\frac{2}{3}$, to find x .

PROBLEM No. 171.—By H. CUSHMAN.

A, B, C, and D have certain sums of money. All of A's and $\frac{1}{3}$ of B's, C's, and D's=137 dollars. All of B's and $\frac{1}{4}$ of A's, C's, and D's=137 dollars. All of C's and $\frac{1}{5}$ of A's, B's, and D's=137 dollars. All of D's and $\frac{1}{6}$ of A's, B's, and C's=137 dollars. How much has each?

(An arithmetical solution is requested.)

PROBLEM No. 159.

Find the value of the expression

$$\left(\frac{643}{637}\right)^{123}$$

SOLUTION.—By GEORGE F. ADYE.

Log. of 643=2.8082110

Log. of 637=2.8041394

0.0040716

and $0.0040716 \times 123 = 0.5008068$, the antilogarithm of which is 3.1681+.

PROBLEM No. 160.

The parallel sides of a trapezoid are 4 and 2 feet, and the perpendicular distance between them is 10 feet. It is required to divide it into two equivalent parts by a line parallel to the parallel sides.

SOLUTION.—By GEORGE F. ADYE.

$(4+2) \times \frac{1}{2} = 30$ feet, the area. Complete the triangle, and its altitude is evidently 20 feet, and area 40 feet—the area of the small triangle (base 2 feet) being 10 feet.

Then $40 : 10 + \frac{19}{2} :: 4^2 : x^2$; whence $x=3.16$, the base;
 $(10 + \frac{19}{2}) \div \frac{2 \cdot 16}{2} = 15.81$, the altitude; and $20 - 15.81 = 4.19$ ft.,
 the distance of the dividing line from the base of the trapezoid.

PROBLEM No. 165.

If a man were to commence reading on the first day of the year, and read ten pages per day for sixty years, how many pages would he read?

SOLUTION.—BY G. F. ADYE.

$365.2422414 \times 60 \times 10 = 21914.534484$ pages.

[The proposer of this question probably meant civil or calendar years, which contain a whole number of days. The answer would then depend on the number of leap years included in the given period.]—Ed.

PROBLEM No. 142.

Staff makes the following correction: $(8^2 + 7^2 + 6^2)$ should be $(8^2 + 6 \times 8 + 6^2)$, and the result should be 2608.59 instead of 2626.21.

PROBLEM No. 143.

The value of X as given by the editor contains a cipher too much. Staff's manuscript was correct. The additional cipher was the error of the transcriber.

PROBLEM No. 124.

Staff sends us further remarks on this problem. We hope to find room for them in our next No.

PROBLEM No. 139.

F. J. V. V. writes, "In my solution of No. 139 the number 223.6 should be 235.6; and $2R \times S = 899.8$, should be $2R \times T = 1528.074$."

LARGE ICEBERGS.—The clipper ship *Uncowah*, reports that on the 9th of August, when about 55 miles off Cape Horn, she fell in with a number of icebergs, the largest of which was about 8 miles long and 3,000 feet high. This huge berg must have been some 2,000 feet deep in the water.

Editorial Miscellany.

HON. HORACE MANN.

We have long desired to place in the *Journal* a brief sketch of the life of the great Apostle of Free Schools, Horace Mann. We find the following article suits our purpose and we hope all will take the time to read it.

His life and labors were devoted in a great measure to the cause of education; we think proper to present in these columns a brief sketch of his life—a fuller study of which will furnish many useful hints to aspiring teachers, and many points of character and influence richly worthy of imitation.

BIOGRAPHICAL SKETCH.

Horace Mann was born in the town of Franklin, Norfolk county, Massachusetts, May 4, 1796. His father, Thomas Mann, who was a farmer, died when Horace was thirteen years of age, leaving him but little of this world's goods, but a better inheritance—the example of an upright life, virtuous inculcations, and an hereditary thirst for knowledge.

The narrow circumstances of the father limited the educational advantages of his children. They were taught in the district common school; and it was the misfortune of the family that it belonged to the smallest district, had the poorest school-house, and employed the cheapest teachers in a town which was itself both small and poor.

His father was a man of feeble health, and died of consumption. An inherited weakness of lungs, accompanied by a high nervous temperament, and aggravated by a want of judicious physical training in early life, gave him a sensitiveness of organization and a keenness of susceptibility, which nothing but the iron clamps of habitual self-restraint could ever have controlled. As the apostle of education, he has often illustrated the responsibilities of other teachers by the shortcomings of his own.

Mr. Mann's early life was spent in a rural district, in an obscure country town, without the appliances of excitement or opportunity for display. In a letter written to a friend, after deploring the unfortunate circumstances of his earlier days, he says:

"Yet with these obstructions, I had a love of knowledge which nothing could repress. An inward voice raised its plaint forever in my heart

for something nobler and better. And if my parents had not the means to give me knowledge, they intensified the love of it. They always spoke of learning and learned men with enthusiasm and a kind of reverence. I was taught to take care of the few books we had, as though there was something sacred about them. I never dogeared one in my life, nor profanely scribbled upon title pages, margin, or fly-leaf, and would as soon have stuck a pin through my flesh as through the pages of a book. When very young, I remember a young lady came to our house on a visit, who was said to have studied Latin. I looked upon her as a sort of goddess. Years after, the idea that I could ever study Latin broke upon my mind with a wonder and bewilderment of a revelation. Until the age of fifteen I had never been to school more than eight or ten weeks in a year."

With assistance only the most miserable, Mr. Mann "fitted" for college and entered the Sophomore class of Brown University, in September, 1816. In college he studied more studiously than was consistent with the care of his health, but graduated with the first honors of his class.

Immediately after commencement he entered his name in the office of the Hon. J. J. Fiske, of Wrentham, as a student at law. He had spent here, however, only a few months when he was invited back to college as a tutor in Latin and Greek.

In the latter part of 1821, having resigned his tutorship, he entered the law school at Litchfield, Connecticut, and was admitted a member of the Norfolk county, Mass., bar, in December, 1823.

In 1827 he was elected a representative to the Legislature of Massachusetts. Yet he was never a political partizan. He loved truth better than he loved any party. It is worthy of remark that among all his speeches and writings, touching as they do almost the whole circle of moral, social, and economical subjects, not a single partisan speech or partisan newspaper article of his is anywhere to be found, and for the best of reasons, for he never made or wrote one.

From this time Mr. Mann became a conspicuous and leading member of the House. He advocated laws for the improvement of the system of common schools, and, more than any other man, was the means of procuring the enactment of laws for the suppression of intemperance, the traffic in lottery tickets, gambling, and kindred vices.

But the act by which Mr. Mann most signalized his legislative life in the House of Representatives was the establishment of the State Lunatic Hospital at Worcester. The benevolent enterprise was conceived, sustained, and carried through the House by him alone, against the apathy and indifference of many, and the direct opposition of some prominent men.

He removed to Boston in 1833, and engaged in the practice of law. But his legislative duties were not at an end. At the first election after

his becoming a citizen of Boston he was chosen a Senator from the county of Suffolk to the State Senate. By re-elections he was continued in the Senate for four years. In 1837 he retired from political life, to enter upon a new and more congenial sphere of labor, and in June, 1837, accepted the office of Secretary of the Board of Education.

Immediately upon accepting the office, he withdrew from all other professional and business engagements whatever, that no vocation but the new one might burden his hands, or obtrude upon his contemplations. He resolved to be seen and known only as an educationist.

Mr. Mann laid his hand upon everything at once—upon the abuses to be corrected, the deficiencies to be supplied, and the reforms to be begun. His first report, and his first address or lecture, both written within the first six months after his appointment, foreshadowed everything that has since been accomplished. A holy chord of the public heart has been touched, and the contemplation of great principles enfranchised the mind from sordid motives. He followed up his victory. His object was to commit the State to great measures of reform and progress before the day of reaction should come. Extensive changes in the law were proposed and carried. Union Schools were provided for. School committees were paid. A system of county educational conventions was instituted. By means of "School Registers," a far reaching plan was adopted to look microscopically into the condition of the schools, and ascertain what may be called their "vital statistics." The school committees were requested to make "detailed reports," respecting the good and evil of their respective schools; and from the whole body of those reports "abstracts" were made with immense labor on the part of the Secretary, but with immense benefit also to the cause. Above all, the Normal Schools were established, first under the plea of being an experiment; but long before that hold was released, they made a grasp upon the public good will, by success achieved and benefits bestowed, which has now incorporated them among the permanent and most valued institutions of the State.

The results of Mr. Mann's labors during the twelve years of his Secretaryship, are well known to the educational world. These labors themselves were great, and they have "brought forth an hundred fold." Of the diligence with which he devoted himself to his work, we may judge from his remarks in his "Supplementary report:"

"From the time when I accepted the secretaryship, in June, 1837, until May, 1848, when I tendered my resignation of it, I labored, in this cause, an average of not less than fifteen hours a day; that, from the beginning to the end of this period, I never took a day for relaxation, and that months and months together passed without my withdrawing a single evening from working hours, to call upon a friend. My whole time was devoted, if not wisely yet continually and cheerfully, to the great trust confided to my hands."

In 1848 Mr. Mann was elected to Congress. Of his public career as a statesman, there is no occasion to speak in this place. A few years ago, the degree of Doctor of Laws was conferred on him by Harvard College. On the 15th of September, 1852, Mr. Mann was chosen President of Antioch College, a new institution, situated at Yellow Springs, Greene county, Ohio. In this office he continued to the close of his earthly career.—*Educational Herald*.

TEACHERS MOVING.

Some worthy editor of a paper at Shelbyville, Ind., gives up a column weekly to educational matters, and permits our friend, H. Clarkson, to take charge of it. It is confided to worthy hands; for Mr. C. is not simply a gifted educator who is satisfied with showing us now and then that he might be useful to his profession, that he might do much to advance the cause of free schools, that he might awaken a deeper interest in education among the people at large, but he is rather one of those live teachers who imitate Horace Mann in never growing weary in the work.

We copy the following to show the readers of the *Journal* that some teachers are in active service and do duty outside of the school room. We may as well remark here that we were at a teachers' convention at Lawrenceburg recently, and expected a full account of the proceedings from the Secretary, but we have not been favored with it yet.

TEACHERS' ASSOCIATION.

We give below the proceedings of the Teachers' Association, held in this place last Saturday. The number of teachers present was not as great as it should have been. The closing exercise was the address of Prof. G. W. Hoss, of Indianapolis. His subject, "A Plea for Education," was very appropriate for the occasion, and the masterly manner in which it was handled, together with the eloquent delivery of it, caused a deep impression to be made upon the minds of those who heard it, in favor of a thorough and systematic common school education.

Would that all the voters of Indiana could hear that address. If so, our opinion is, that our legislators would go to Indianapolis, next winter conscious of the duty devolving upon them, and would give us a law with a tax sufficient to support free schools at least eight months in the year.

PROCEEDINGS.

County Teachers' Association met pursuant to adjournment, at the Seminary, March 31st. Minutes of preceding meeting were read and approved.

Mr. Clarkson, from the Executive Committee, reported that they had addressed a circular letter to a large number of teachers, trustees, and friends of education throughout the county, setting forth the objects of this Association and urging their co-operation.

On motion, a committee of three was appointed to inquire into the expediency of organizing a Teachers' Institute. Messrs. H. Clarkson, J. H. Stallard, and F. M. Love composed said committee, to which were added H. M. Morrison and B. F. Hargrove.

Adjourned until 1 o'clock P. M.

AFTERNOON EXERCISES.

After an essay by J. H. Stallard, Mr. Love delivered a short lecture on Orthography. Prof. Hoss then made some very appropriate and well-timed remarks, but it having been deemed best to defer his expected address until evening, and the committee having procured Johnson's Hall for that purpose, his remarks were not extended.

After transacting other important business, on motion, adjourned, to meet at the Seminary, on the last Saturday in April, at 10 o'clock A. M.

B. J. IRVIN, *President*.

J. H. STALLARD, *Secretary*.

ITEMS.

The Board of Education of New York City passed, by a vote of 25 to 16, the by-law to compel the reading of the Bible in all public schools of that city.

In Turkey there are now 18,879 schools for Musselmans, which are frequented by 230,545 boys and 121,295 girls, and superintended by 11,226 teachers. There are also 2,249 schools for Christians, receiving 105,351 boys and 7,800 girls with 3,250 teachers.

W. T. Stott, of Franklin, writes: "I have delivered one of the six sermons promised at the State Teachers' Association. My 'text' was The Duty of the Legislature to establish a Six Months' School. I feel more and more the importance and the demand for such a system in our State." Mr. Stott is a member of the senior class at the Franklin College. How many of our students at our colleges and academies are thus impressed with the importance of free schools for the people, and are willing to labor for them? We trust that the feeling is general.

THE EARNINGS AND RIGHTS OF WOMEN.

The great State of New York has set a noble example in the treatment which it accords to women. About a dozen years ago the State of New York enacted a law giving to married women the right to receive and hold property. The law was looked upon as an innovation and with distrust, but time has so dissipated apprehensions that no one dreams of urging its repeal. This law protects women who have property, but not women who have none—women who depend on their daily labor for their daily bread, and which a drunken or worthless husband may rob them of.

New York has just taken another step in the right direction, and has passed an act with scarcely a dissenting voice in both branches of the General Assembly, giving women exclusive control of the earnings of their own hands. It places the married woman as to her sole and separate property, and as to her acquisitions, either by bequest or her own labor, on a complete independent footing. If she has the ability or skill to procure subsistence or a future for herself, it cannot be seized for the debts or squandered on the profligacies of others. The married woman is declared to be the joint guardian of her children, with her husband, with equal powers, rights, and duties in regard to them with her husband.

This innovation of the old English Common Law, which merged the wife's property, and indeed her legal existence, in that of the husband, is one of the best evidences of human progress toward a complete humanity. It is not a novel experiment in New York, but is the conclusion of a series of experiments, remarks the *Evening Post*, all of which have worked well, and which have marked the graded progress from the traditions of the feudal ages toward ideas more consonant with a more enlightened period. Although New York in this matter is in advance of her sister States, and of England, no distant day will see her example imitated in this beneficent reform.

But the reform which New York legislators have inaugurated, with good sense adds the *Post*, society ought to carry out and extend in other relations, and in respect to other classes of women. The theory of our social life which so generally obtains, that women as a class ought to be dependent on men, can not, or at least is not, unfortunately, reduced to practice. While so many of them are constantly thrown upon the world to get their daily bread that theory will be unable to hold its own. Domestic duties are undoubtedly woman's proper duties, and the family and the home her legitimate and proper place; but there are too many who have no real home, and consequently no home duties. They can not all count upon the protection of fathers, husbands, and brothers, and such as can not must seek livings for themselves. Destitute women crowd the scenes, not only in our cities, but in nearly every village and

rural locality. It is too late to inquire whether women ought to take upon their own shoulders the duties of daily labor. They are doing so already, under the compulsion of necessity, in vast numbers, and with the most deplorable disadvantages. When we discuss, therefore, the duties on which they may be best employed, we are not but dealing with facts as they stand. Nobody by this desires to invest a woman with new "rights," or to charge her with any new "mission." She is best placed as man's helpmate, but that place, unhappily, she can not always find, and, as she can not, it is obviously the wisest course to make the best of the difficulty by substituting some other spheres of usefulness. In other words, new occupations are to be opened to her. Women can not all be seamstresses, or teachers, or milliners, or keep little shops for selling tapes and thread.

The attention of philanthropists has already been turned to the subject, and numerous reports and speeches show how many branches of art and how many departments of labor are really open to female industry if the prejudices of society could be once discarded. Modelling, engraving, lithographic drawing, filigree work, and fifty other forms of designing, would afford ample scope and excellent remuneration for special capacities. The wits of *Vanity Fair* do not cease to poke their fun at the counter jumpers, as they call the young men who attend retail shops to the exclusion of women, so much better fitted to the work. It is also argued that there are many public offices—postal, reformatory, commercial and others—in which they might easily find suitable and remunerative employment.

NOTES AND QUERIES.

Q. 102. Do the words "as heavy as" and "heavier than" mean the same thing? They seem to be used indiscriminately to mean the same thing. For example see Comstock's *Philosophy*, where he treats of specific gravity.

W. A. N.

Q. 103. What is the earliest event recorded in history that can be established with any degree of certainty, independently of the Bible?

W. A. N.

Q. 104. What word in the English language has the greatest number of synonyms? What number has it?

W. A. N.

Q. 105. Why is it that an india rubber ball when thrown obliquely (not too obliquely) against the floor, bounds off, strikes the ceiling above, and (instead of bounding off in the opposite direction) bounds back and is caught at the same place from which it was thrown?

Q. 106. Is the word "substituted," in the last line but one on page 367, correctly used? M. S.

Q. 107. Are Latin and Greek words spelled more nearly according to their sound, or do we rather sound them more nearly as they are written? M. S.

OUR BOOK TABLE.

Adventures and Achievements of Americans; a Series of Narratives, illustrating their Heroism, Self Reliance, Genius, and Enterprise. By HENRY HOWE, author of *Histories of Virginia, Ohio, and the Great West; Travels of Celebrated Travelers; and Life and Death on the Ocean.* Illustrated by F. O. C. DARLEY and others.

This work, in its variety is adapted to all classes; both male and female, young and old, the Christian, the Philanthropist, those who read simply for excitement and those who read solely for information, will all find it a source of pleasure.

This is a splendid book of 720 pages. It is a book every young person at least would delight to own and would read with unabating interest. It is a book for the fire side, for the family circle; useful information is woven into the most animated sketches. By such reading our patriotism is kept glowing and vigorous. Young men employed in perusing such works would never desire to kill time in a bar-room, or over a pack of cards, for when a firm taste for historical reading is formed it never dies. It is a talisman of virtue which will accompany the youth onward to usefulness and immortality. See Mr. Howe's advertisement.

Institute Lectures, by SAMUEL P. BATES, A. M. New York: A. S. BARNES & BURR.

This book forms one of the Teacher's Library, published by Barnes & Burr. Mr. Bates, although but little known at the West, has proved himself a superior lecturer and thinker.

This book abounds in interesting incidents brought in to illustrate the subject upon which the orator was discoursing. It is a practical book. Money invested in buying any of these books which form "The Teacher's Library," is well invested and will repay ten fold.

Elementary Anatomy and Physiology, for Colleges, Academies, and other Schools. By EDWARD HITCHCOCK, D. D., LL. D., of Amherst College, and EDWARD HITCHCOCK, J. R., M. D., teacher in Williston Seminary. New York: IVISON, PHINNY & Co.

This is a book of 432 pages, and it is brought out in excellent style. It is rather on the popular order, and is the most attractive work on this subject we have yet met with. The section upon Muscular Development deserves particular mention for its great value to the young.

MATHEMATICAL INSTRUMENTS.

We desire to call attention to the advertisement of Prof. John S. Hougham, of Franklin, Ind. Now that times are so much better we do not doubt but many Academies, Select Schools, and Graded Schools will be supplied with suitable apparatus for illustrating the sciences of Chemistry, Philosophy, and Astronomy. All mathematical instruments are a necessity even in such hard times as we have experienced. Let our friends in Indiana buy of Mr. Hougham; he really warrants every article; he furnishes an outfit for any school at the regular catalogue prices of any eastern manufactory. Mr. H. is one of the Faculty at the Franklin College, and the Institution owes something of its prosperity to the great advantage of using freely any or all of the apparatus made by him. The Wabash College, the College of Indiana, at Marion, the N. W. C. University, at Indianapolis, the Lafayette Female Seminary, at Lafayette, and many other schools use the apparatus made by Prof. Hougham. Many surgeons and engineers are using his instruments. Mr. H. is a graduate of Wabash College, and is well known as a gentleman of the strictest integrity. We spent a day or two at Franklin, recently, very pleasantly, and saw for ourselves. The college there, we may add, is well worthy of public favor, and it is receiving it.

BUSINESS ENDURANCE.

Men of genius without endurance cannot succeed. Men who start in one kind of business may find it impossible to continue in it all their days. Ill health may demand a change. New and wider fields of enterprise and success may be developed. Men may have a positive distaste for some pursuits, and success may demand a change. None of these causes fall within the general rule. Men may have rare talents, but if they "are everything by turn and nothing long," they must not expect to prosper. No form of business is free from vexations; each man knows the spot on which his own harness chafes; but he can not know how much his own neighbor suffers. It is said that a Yankee can splice a rope in many different ways; an English sailor knows but one mode, but in that method he does his work well. Life is not long enough to allow any one to be really master of but one pursuit.

The history of eminent men in all professions and callings prove this. The great statesman, Daniel Webster, was a lawyer. His boyhood was marked only by uncommon industry; as a speaker he did not excel in early life. With great deliberation he selected the law as his profession,

nor could he be deterred from his chosen pursuit. While a poor student, not the tempting prize of fifteen hundred dollars a year as clerk of the courts, then a large sum, gained with great difficulty for him, by the zeal and influence of his father, nor could all the persuasion of the father turn him from the mark he had set before him; and his great eulogist, the Attorney General of Massachusetts, is another marked illustration of resolute endurance and indomitable industry—life long—centering in one profession, making him one of the chief ornaments of that profession, if not its head in the United States.

The Hon. Abbott Lawrence, whose wealth is poured out for all benevolent purposes in donations as large as the sea, can recall the time when he had his profession to select, and the first dollar of his splendid fortune to earn. He choose deliberately a calling; he pursued that occupation with integrity and endurance, through dark and trying seasons, and the result is before the world. This case affords an apt illustration of the proverb of the wise men, that a man "diligent in business, shall stand before kings and not before mean men."

The late John Jacob Astor, as he left his native Germany, paused beneath a linden tree, not far from the line that separated his native land from another, and made the resolution, which he intended should guide him through life: 1. He would be honest; 2. He would be industrious; 3. He would never gamble. He was on foot; his wealth was in a small bundle that hung from the stick on his shoulder. The world was before him. He was able to carry them out. His success is the best comment on his endurance.

Stephen Girard at the age of forty years was in quite moderate circumstances, being the captain of a small coasting vessel on the Delaware, and part owner of the same. No trait in his character was more marked than his endurance, and this element gave him a fortune.

All men who have succeeded well in life have been men of high resolve and endurance. The famed William Pitt, in early life was fond of gambling—the passion increased with years; he thought he must at once master the passion, or the passion would master him. He made a firm resolve that he would never again play at hazard game. He could make such a resolution; he could keep it. William Wilberforce, in his earlier days like most young men of his rank and age, loved the excitement of places of hazard. He was one night persuaded to keep the faro bank—he never saw it before; he was appalled with what he saw. Sitting amid gaming, ruin and despair, he took the resolution that he never would again enter a gaming establishment. He changed his company with the change of his conduct, and subsequently became one of the most distinguished Englishmen of his age.

Dr. Samuel Johnson was once requested to drink wine with a friend; the Doctor proposed tea. "But drink a little wine," said the host. "I can not," was the reply. "I know abstinence—I know excess, but I

know no medium. Long since, I resolved, as I could not drink a *little* wine, I would drink none at all." A man who could support this resolution by action was a man of endurance, and that element is as well displayed in this incident as in the compilation of his great work. When Richard Brinsley Sheridan made his first speech in Parliament, it was regarded on all hands as a most mortifying failure. His friends urged him to abandon his Parliamentary career, and enter some field better suited to his ability. "No," said Sheridan, "No, it is in me, and *it shall come out*." And it did, and he became one of the most splendid debaters in England. Loyola, the founder of the order of Jesuits, the courtier, the man of gallantry and dissipation, obtained such mastery over himself by labor and endurance, that, to illustrate the fact, he stood several hours, apparently unmoved, in a pond of ice and muddy water, up to his chin.

Perhaps no other nation in Europe, at that time, could have won the battle of Waterloo except the British—because no other could have brought to that conflict the amount of endurance needed to win. For many hours that army stood the murderous fire of the French; column after column fell, while not a gun was fired on their part. One sullen word of command ran along the line as thousands fell—"File up! file up!" "Not yet!—not yet!" was the Iron Duke's reply to earnest requests made to charge and fight the foe. At length the time of action came. The charge was given, and victory perched upon the standard of England.—*Hunt's Merchant's Magazine*.

GENERAL VIEWS OF THE PROGRESS OF POPULATION AND IMPROVEMENTS OF THE STATE OF INDIANA.

The history of the State of Indiana, from the year 1816 to the present time, would be, if it were now written in detail, a record of the rapid growth of a State, whose peaceful progress toward a condition of strength and prosperity was sometimes greatly embarrassed by the presence of financial difficulties, once agitated by the events of a war between the United States and Mexico, and often retarded by the disturbing influence of unwise legislation, and by obstacles which had their origin in the demoralizing dissensions of local factions.

The number of free white inhabitants in Indiana, at the close of the year 1816, did not probably exceed seventy thousand; but the tide of immigration which flowed into the State from other quarters of the Union, between the years 1816 and 1820, was so full that the population of Indiana, in 1820, according to the census tables of that year, amounted to 147,178. The inhabitants of the new State began to open

new farms, to found new settlements, to plant new orchards, to erect school-houses and churches, to build hamlets and towns, and to engage, with some degree of ardor, in the various peaceful pursuits of civilized life. A sense of security pervaded the minds of the people. The hostile Indian tribes, having been overpowered, humbled, and impoverished, no longer excited the fears of the pioneer settlers, who dwelt in safety in their plain log cabin homes, and cultivated their small fields without the protection of armed sentinels. The numerous temporary forts and blockhouses, which were no longer required as places of refuge for the pioneers, were either converted into dwelling houses, or suffered to fall into ruins.

The State was in its infancy, its resources were undeveloped, its citizens were not wealthy, and, while the number of the proper objects of taxation was small, their value, at that time, was not great. The revenue which was necessary for the support of the new State government, was, for a period of about twenty years, drawn almost wholly from the land-holders; and the funds required for county purposes were derived, chiefly, from a poll tax, and taxes on lands, town lots, horses, carriages, clocks, and watches, and from charges on licenses which were granted to the vendors of merchandise, the retailers of spiritous liquors and the keepers of taverns. For revenue purposes, the taxable lands were classed as first rate, second rate, and third rate lands. The taxes which were levied on such lands, for the support of the State government, were not burdensome. For example, the rate of taxation on *one hundred acres* was—

In 1817, on first rate land, \$1.00; on second rate land, 87½ cents; on third rate land, 50 cents.

In 1818, on first rate land, \$1.00; on second rate land, 87½ cents; on third rate land, 62½ cents.

In 1821, on first rate land, \$1.50; on second rate land, \$1.25; on third rate land, 75 cents.

In 1824, on first rate land, \$1.50; on second rate land, \$1.00; on third rate land, 75 cents.

In 1831, on first rate land, 80 cents; on second rate land, 60 cents; on third rate land, 40 cents.

By an act of February 7, 1835, the General Assembly made some provisions for the levying of taxes on lands, not according to its quality, but in proportion to its value; and every assessor was required to appraise taxable land "as he would appraise the same in the payment of a just debt from a solvent debtor." The new mode of raising a State revenue, by the levying of a certain per centage on the value of taxable property, was, on its adoption, viewed by many persons as a measure of doubtful expediency; but a large majority of the people soon began to regard it as an equitable mode of taxation, and a part of the settled policy of the State government.

The different opinions which were, for many centuries, in conflict in European nations with respect to the policy of supporting and advancing the cause of general education among the people, were transmitted from those nations to North America by the early colonists. As early as the year 1647, the colonists at Plymouth, by a public act, declared that, "the Lord assisting their endeavors," they would provide for "the education of the people" by establishing schools to teach reading and writing, and "grammar schools to fit youth for the university." But while the greater number of the early emigrants to North America were inclined to regard the idea of popular education with favor, those theorists who in Europe, were opposed to the general dissemination of knowledge among the masses of mankind, had, for a long period, a small number of faithful representatives of their sentiments among the British colonists of North America. In 1670, one of the British governors of the colony of Virginia, in the course of a reply to some queries which had been addressed to him by commissioners, said: "I thank God there are no free schools nor printing * * *; for learning has brought disobedience, and heresy, and sects into the world; and printing has divulged them."

These antagonistic theories which were brought from Europe to America, continued for more than a century, to produce, respectively, their natural results. The cause of popular education, however, acquired new strength on the promulgation of the Declaration of American Independence; and, when the successful termination of the Revolutionary War gave to a free people the control of a great nation, the fact that the safety and welfare of the nation depended on the general intelligence and virtue of the people, was so evident that nearly all of the several States of the Union began to provide means for the encouragement and support of popular education; and the general government adopted the policy of making munificent donations of public lands for the support of common schools, colleges, and universities. This policy has been continued by the national government up to the present time.

On the 20th of May, 1785, Congress passed an ordinance in relation to the mode of disposing of the public lands in the territory of the United States northwest of the river Ohio. The territory, at that time, embraced within its boundaries all the lands which are now included within the limits of Ohio, Indiana, Illinois, Michigan, and Wisconsin, together with the part of Minnesota which lies on the left bank of the Mississippi. The ordinance of May 20th, 1785, declared that one square mile of land, or section No. 16 in every township, should be reserved for the maintenance of public schools. This new policy was confirmed by the third article of compact in the ordinance of Congress of July 13, 1787, which declares that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall for ever be encouraged."

By these national acts a great principle was asserted and established, and a thirty-sixth part of all lands within the immense northwestern territory was devoted to the maintenance of common schools for the education of the people.

In the course of the territorial existence of Indiana, the subject of schools, for the instruction of youth, was often pressed upon the attention of the people by the friends of popular education. But, from the time of the organization of the territorial government until the adoption of a State constitution, in 1816, the constant presence of insurmountable difficulties prevented the establishment of any system of common school education in Indiana. In 1807 the General Assembly of the territory passed an act to incorporate "the Vincennes University," "for the instruction of youth in the Latin, Greek, French, and English languages, mathematics, natural philosophy, ancient and modern history, moral philosophy, logic, rhetoric, and the law of nature and nations." In the preamble to this act, the Territorial Legislature declared that "the independence, happiness, and energy of every republic depended (under the influence of the destinies of heaven) upon the wisdom, virtue, talents, and energy of its citizens and rulers;" and that "science, literature, and the liberal arts contributed, in an eminent degree, to improve those qualities and acquirements;" and that "learning had ever been found the ablest advocate of genuine liberty—the best supporter of rational religion, and the source of the only solid and imperishable glory which nations can acquire." The first Board of Trustees of the Vincennes University, being named in the act of incorporation, were—William Henry Harrison, John Gibson, Thomas T. Davis, Henry Vandeburgh, Waller Taylor, Benjamin Parke, Peter Jones, James Johnson, John Badollet, John Rice Jones, George Wallace, William Bullitt, Elias McNamee, Henry Hurst, General W. Johnston, Francis Vigo, Jacob Kuykendoll, Samuel McKee, Nathaniel Ewing, George Leach, Luke Decker, Samuel Gwathmey, and John Johnson.—*Dillon's History of Ind.*

THE TOMB OF JEFFERSON.—A student in the University of Virginia, writing from that institution, states that "no vestige of the marble slab that designated the last resting place of the author of the Declaration of Independence," remains to point the spot. The visitors to his tomb, by chipping off fragments, have completely demolished it, and by piecemeal carried it away. An uncouth granite pedestal, greatly disfigured, alone remains to mark his grave.

ERRATA.—Page 51, last line but one, for "recommendations," read *recommendation*; and in the last line, for "Repler," read *Kepler*.

Page 52, 7th line from the top, for "imperfections," read *imperfectiva*.

Page 104, 13th line, for "rapidly," read *rigidly*.

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THE PRACTICAL MAN.

A practical man is not alone intellectually educated. An intellectual man, without the stimulating elements of a high moral sense, is emblematic of the steamship driven on by the mighty power of her machinery to certain destruction, when destitute of a helm to guide safely and peacefully the floating palace upon the bosom of the waters. Trained intellects simply, are instruments of cunning, fraud and deceit, agitating to the base all our social relations. An historical illustration of this great truth is instanced in the lives and characters of Washington and Aaron Burr. The one prompted by moral duty, the other by a selfish ambition, sustained by a high order of intellect. The name of the former is ever green in the hearts of his countryman; while that of the latter is only spoken with burning scorn and withering contempt. It will be deduced from this reflection, that a practical man should be morally as well as intellectually educated. Physical development should be regarded in connection with moral and intellectual education. The man who rears a structure to contain an engine of great power, scrutinizes closely the material used, and the manner of its adjustment, that it may secure and resist the wondrous workings of the machinery within. We have been entertained with exhibitions of mental strength and influence, when the physical structure seemed tasked to its utmost tension to

Physical Culture.

contain the fearfully wrought intellect, indicating by its sparkling activity, its own creative Divinity. We are now impressed with this logical deduction, that the practical man should be intellectually, morally and physically educated, that he may go forth into the "wide, wide world" engaging manfully and cheerfully in the renovation of civil society, from the manifold evils that permeate every avenue of its extensive organization. This we conceive to be the work of the practical man. The exigencies of the times demand the passionate zeal and increasing devotion of our youth, in the freshness of the morning of life; applying their powers practically for the elevation of the masses—the producers of wealth, the security of our existing institutions. To lift up and ennoble humanity, the practical man must seek to exhaust the fountains of evil from which flow so much of wrong, ruin and death. This is decidedly the colossal work of the age—the eradication of the evils attendant upon the present state of society. Here is extension for the essayist, without limit or confinement. And who would not feel his real or imaginary power sensibly diminish, and almost vanish, while contemplating the magnitude of a subject fraught with so much of material for the calm, dispassionate workings of the virtuous reformer and genuine philanthropist? For the practical man to expose and portray the evils of society—the darling, cherished evils—has cost and will cost a sacrifice; yea, a martyrdom of many noble minds, pure exponents of virtue and its beauties.

Batavia, N. Y.

GEO. H. STOWITS.

PHYSICAL CULTURE.

BY G. B. WINSHIP, M. D.

From the manner in which great truths have been recognized at one time, and neglected at another, in the world's history, it would almost seem as if they had their revolutions like the sun; and were destined at one period to shed light

and warmth upon mankind, and at another to be borne so far from us in their orbits as to shed but a wintry radiance. The essential fact in education, that a proper culture must unite strict care for the body with a judicious mental training, was better appreciated and understood in ancient Athens in the time of Plato, than in our own time in that trimountainous city, sometimes playfully called the "Modern Athens."

The present movement in behalf of physical culture would seem to encourage the belief that a revival of some of those great convictions in regard to education, which prevailed in ancient Greece, is now about to dawn. In its full sense, education is a leading forth of the faculties of the mind through the healthy development of those of the body. In physical culture, I would comprehend culture of the body in its most extended sense; not of the trunk alone, but with it of the neck, head, and limbs, and of whatever of us is material: it is the application of means for physical improvement, the avoidance of habits that infallibly involve physical degeneracy; the development of the bodily powers; the conversion of disease into soundness, of weakness into strength, of awkwardness into grace, of disproportion into correspondence; in short, the elaboration and finishing of the edifice in which mind resides—that temple made of clay—that house we live in.

Improvement of one's physical state can never be entered upon too early, and so long as there is an atom of life and strength, never too late. Let no one despair of success in the attempt. Dr. Warren, in his little work on Health, tells us of a member of the legal profession who practised gymnastics for the first time, and with the happiest results, when nearly seventy years old. Cornaro, the Italian, whose treatise on Health and Long Life has given him a world-wide reputation, began at forty to repair the ravages which many years of dissipation had made upon a constitution naturally infirm; and, in spite of the predictions of all his physicians and friends, he succeeded not only in restoring the health he had lost, but in gaining a health he had never before experienced. He was eighty when he published his treatise; lived to see it through four editions, and died tranquilly in his bed after he had completed his one-hundredth year.

In this connection it is worth while to observe how much may be accomplished by simply correcting a single bad habit. The legal gentleman to whom Dr. Warren alludes, was much benefitted by gymnastics. On the other hand, Cornaro, as he himself states, found a panacea for all his ills, in a careful avoidance of intemperance in eating and drinking. It is indeed of little consequence what path we pursue, if by it we can reach the desired goal, *tuto, cito, et jucunde*. Sometimes it may be inconvenient to take the best path; let us, then, do the next best thing. At an early age I was told by many that to practice a heroic degree of self-denial, and to *rise from the table hungry*, was the way to secure health. For many years I tried to do this, but succeeded very imperfectly. I at length resolved to attempt the next best thing, and am not sure that it was not the best thing of all. It was merely this—to put no extra restraint upon my appetite, to practice no very rigorous self-denial, but to eat and drink about as much as I desired, and then by my subsequent self-management, to take care that I should make myself *need* every particle I had swallowed.

Soon after I began to carry out this principle, I experienced a cessation of indigestion, and the many ills to which it gives rise. Having found, too, that this principle worked well in the long run, I still retain it as one of the cardinal rules in my method of training.

And what is my method? you will perhaps inquire. It is the doing the right thing, in the right way, at the right time. It is the obtaining a sufficiency without going to excess. It is the using my own discretion about everything, without blindly following another's precept or another's example, or even tying myself down to rules of my own devising. It is the carrying out of what may seem to be the expediency of the moment. It is the doing what may seem best under the circumstances.

But though it may be difficult for me to describe briefly and clearly what my method is, that is no argument against its efficacy. What other method would have insured for me an appreciable gain in strength, day by day, month by month, and year by year, with an almost entire exemption, mean-

while, from any but the most trivial disorders? Let the following facts speak for themselves:

I was nearly seventeen years of age before I seriously undertook to improve my physical condition. I was then but five feet in height and a hundred pounds in weight. I was rather strong for my size, but not strong for my years, and my health was not vigorous. I am now twenty-six years of age, five feet seven inches in height, and one hundred and forty-eight pounds in weight. My strength is more than twice that of an ordinary man, and my health is as excellent as my strength.

What has produced this astonishing change in my physical condition during the last nine years? I will attempt to sum up a few of the proximate causes that may have led to this result.

1st. I have breathed an abundance of pure fresh air almost constantly.

2d. I have exposed myself sufficiently to the sun.

3d. I have eaten an abundance of wholesome food.

4th. I have drank less than a quart of spirituous liquors, and less than a gallon of fermented.

5th. I have used less than an ounce of tobacco.

6th. I have taken, nearly every day, about a half-hour's gymnastic exercise in the open air.

7th. I have conformed to the customs of society only so far as they were not at variance with health.

8th. Regarding procrastination as the thief not only of time, but also of health, I have shunned it as especially dangerous in all matters pertaining to physical well-being.

9th. I have poisoned myself as little as possible by food contaminated with lead, copper, brass, or bell-metal.

10th. I have developed my body harmoniously.

11th. I have allowed myself at least ten hours rest in almost every twenty-four.

12th. I have paid a due regard to bathing, without, however, rendering myself amphibious, or carrying a good thing to excess.

13th. I have been particular that every portion of my dress should be as loose and easy as the freest action of my muscles and limbs would demand.

During these nine years, while endeavoring to promote my physical welfare, I have made the following discoveries :

1st. That whatever increased my strength improved my health.

2d. That one means of improving my health was to increase my strength.

3d. That the stronger I became, the healthier I became.

4th. That it was as easy for me to increase the strength of my body as it was that of a magnet.

5th. That, by developing my body harmoniously, I could preclude the possibility of hernia, or any other serious injury, that otherwise might arise from an extremely violent action of my muscles.

6th. That lifting, if properly practised, was the surest and quickest method of producing harmonious development ; while it was also the most strengthening of all exercises, and consequently the most healthful.

7th. That it was better, while exercising, to perform twenty different feats once, than one feat twenty times.

8th. That it was possible for me to take, in fifteen or twenty minutes, all the gymnastic exercises that I should need in twenty-four hours.

9th. That I could gain faster in strength by forty minutes gymnastic exercise, once in two days, than by twenty minutes of the same daily.

10th. That, as my strength increased, my exercise should be more intense, but less protracted.

11th. That increase of the muscular power was attended with increase of the digestive.

12th. That one means of increasing the digestive power, was to increase the muscular.

13th. That many articles of food had formerly proved injurious to me, not because they were really unwholesome, but because I was unable to digest them.

14th. That a person may become possessed of great physical strength, without having inherited it.

15th. That, by increasing the strength, a predisposition to certain diseases may be removed, and diseases already present removed or mitigated.

16th. That increase of strength cannot long continue, on a diet exclusively vegetable.

17th. That increasing the strength made excretion take place less from the skin, but more from the lungs and the other emunctories.

18th. That what benefits a part of the body, benefits more or less, the whole.

19th. That, long before I succeeded in lifting 1100 lbs. with the hands, or in shouldering a barrel of flour from the floor, I had ceased to be troubled with sick headache, nervousness, and indigestion.

20th. That a delicate boy of seventeen need not despair of becoming in time a remarkably strong and healthy man.

Having made the subject of health and strength a speciality for so many consecutive years, and with a success that has excited much interest, it may be pardonable in me to offer the following rules for the promotion of physical culture :

1. Select, if possible, for your sleeping apartment, a room on the "sunny side."

2. Let the sun have access to it at least six hours a day.

3. Keep it thoroughly ventilated the whole time, particularly during the night.

4. Contrive, however, to have it thoroughly ventilated without subjecting you to too great a draft.

5. Practise general ablution at least once a week in cold weather, and twice a week in warm, but seldom oftener in a New England climate. [In offering this rule, I expect to be censured by quite a large class in the community who seem to delight in daily soaking and splashing in water, not having, probably, the slightest consciousness that by so doing they defeat every intention for which water is externally applied.]

6. Allow yourself not less than eight hours' rest as a daily average. [I allow myself not less than ten.]

7. Never, while in good health, let the temperature of your apartment, when heated artificially, get above 70° by Fahrenheit. [I prefer for myself a temperature of about 60°.]

8. Keep the atmosphere of any apartment you occupy sufficiently pure, by occasionally opening windows, and suffi-

ciently moist, when it is being artificially warmed, by the constant evaporation of water.

9. Never forget that the combustion of any inflammable substance is invariably productive of poisonous gases.

10. Never use food of any kind, if you can conveniently avoid it, that you have reason to believe was prepared in a copper, brass, or bell-metal utensil, no matter how scientifically such utensil may have been "protected."

11. Never use water internally or externally that has come in contact with *lead*, or any other poisonous substance, if you can have choice of that which has only come in contact with iron, gutta percha, or glass.

12. If you must use water that has come in contact with a poisonous substance, neglect no expedient for rendering such water as nearly free from it as possible.

13. Most use that kind of food which you most prefer, if your experience is not against it, without regard to what Liebig has said of its chemical constituents, or Beaumont of its digestibility.

14. Never "rise from the table hungry," if you are not an invalid, but completely satisfy your appetite. The digestive power, like the muscular, will be weakened, if not vigorously exercised.

15. Avoid excessive exercise of either mind or body, lest you create a necessity for narcotics and stimulants.

16. Avoid too little exercise for the same reason.

17. Increase your strength as one means of improving your health.

18. Practise lifting as the most strengthening of all exercises, and consequently the most healthful, but practise it with the utmost caution until you have ceased to have any weak point.

19. Use dumb-bells as a means of exercise, to be ranked next to lifting in importance, and let them be always as heavy as you can conveniently handle, but use them with great caution, and never for a longer time than ten or fifteen minutes in the course of a whole day.

20. Develop the body harmoniously, in order that you may preclude the possibility of hernia, or any other serious injury

which otherwise might result from a violent action of your muscular system.

21. Never let the duration of gymnastic exercise exceed a half-hour daily, or an hour once in two days.

22. Never rise early unless you retire early, or sleep with your windows closed, or have something to attend to which will not permit you to lie late.

23. If you retire late, or sleep with your windows open, lie until you feel like rising, whatever may be the hour.

24. Gradually wear less clothing about your neck until you wear so little that you can at any time allow your neck to be entirely exposed without being liable to take cold.

25. Be careful that your dress is at all times loose and easy in every particular.

26. Conform to the customs of society no further than your health will admit.

Albin Kuhn

[*or the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

Halle, Germany, April 3d, 1860.

MR. EDITOR.—This town of Halle, possessing 40,000 inhabitants, and no ways remarkable in appearance, except perhaps that the streets are rather shorter, crookeder and narrower than usual, is one of the oldest cities of Germany and one of the most interesting. It is situated in the midst of a rolling and very pretty country, and surrounded by villages almost equal to itself in antiquity. The Saale, a small but beautiful stream, affords it "mill privileges," of which, however, it does not avail itself to any great extent, as it is not now and never has been a place of much manufacturing or commercial importance. Its age entitles it to some historical fame, and the fact that many a hot contest has taken place in the neighborhood. The ancient tribes of the Suevi, the Lombards, the Saxons, the Franks and the Mends, fought as desperately over the possession of the salt-springs, which afterwards be-

came the nucleus of the town, as later, on the same ground, the combatants of the thirty years war, the seven year war, and the Napoleon wars of the beginning of this century, struggled for religion, liberty, or conquest. In the salt-spring battles the ancient Mends seem to have come off victors, for the present Halloren, the laborers at the salt works, are said to be their descendants. They are a strong, handsome race, and by their peculiar dress and peculiar customs keep themselves a distinct people. In the time of Charlemagne it is said that twelve of these Halloren, men of such gigantic size and strength that their swords, each four and-a-half ells long, are still preserved in an ancient church of the city and exhibited to the curious,—twelve of these Halloran so distinguished themselves in battle that their great leader presented to them a horse which he had ridden, and the colors they had carried. Furthermore, he decreed that each of his successors should present to these people, when they should take the oath of allegiance, a horse which he had also ridden, with the royal trappings and a banner. The same church, the Moritzkirche, which displays the swords of the twelve giants, also exhibits upward of thirty royal banners. When the horse is presented, the oldest Halloran mounts it and rides around the salt-springs. It is then sold and with the proceeds a silver goblet is bought. Tradition also tells that at a still older period a raging pestilence destroyed all the inhabitants of the city except eight Halloren, who of course were obliged to perform the duties of interment, and hence arose the custom which still prevails of employing at funerals only the services of Halloren.

In the village of Giebichensten, not more than a half hour's walk from the center of the city, stands a dilapidated fortress, which once served the emperors as a state prison. It is a long, low, immensely strong building, its ungraceful, indeed savage aspect partly hidden by the clustering and climbing ivy. When it is pointed out to the stranger a story is told of a Thuringian prince, who saved his life and at the same time gained for himself the title of Springer, by a desperate leap from the window of the prison into the river.

At no great distance from the castle a frowning rock juts out into the river, which, above and below placid and silvery,

here rushes along with fearful force. The stranger's attention is called also to this spot, not because of associations with feudal ages or feudal princes, but because here two little despairing children sat and contemplated death. The world seemed to them narrow and bounded by a cruel step-mother's power. They saw but one way of escape, so taking each others hands they sprang together into the river. The boy was drowned, but the little girl, supported by her dress, floated until some men, who had observed the action from the opposite shore, reached her in a boat.

Within the old city walls stand two other most venerable monuments to the memory of a brother and sister, of a much earlier period. The two, belonging to a princely family by the name of Moritz, jested with each other in regard to their respective influence over their vassals, and each determined to prove his superior power by the rapid erection of a great building. The sister commenced a castle; the brother a church. The lady was gentle and mild, and her tones of command were most sweet and winning. Moreover her goodness to the poor was unbounded. The castle progressed rapidly. The man was imperious and passionate. Many a workman fell a sacrifice to his hasty and cruel temper, and the church walls, sprinkled with blood, rose slowly. "Brother," said the sister with thoughtless gaiety, as she led him to her finished castle, a grand witness to her power, "Brother, I have won the day. My work is done." The hot blood mounted to the brain of the tantalized man, and his sword, ever ready to spring from its scabbard, was through the heart of his sister before the smile of triumph had faded. So the story goes, but as it belongs to very ancient times, to the 12th or 13th century, it is probably merely an illustration of a moral truth—a fable of the character of the Wind and the Sunshine. However, a most doleful and penitent figure stands in the beautiful old church of Moritz, and is shown as the figure of the builder. The castle for hundreds of years has been a dreary ruin.

Halle boasts other fine churches, an ancient Rath-house or Town Hall, and a more ancient red tower. It has moreover received within its walls, both as citizens and sojourners, men who have stamped their names on history. Here the

Emperor Charles V. obliged Philip of Hesse on his knees to beg forgiveness, and punished the smile of scorn with which the proud prince performed the ignominious ceremony by an imprisonment of fifteen years. Here Tetzels thundered his anathemas and sold his indulgences. Here Luther often preached. Through Halle he went on his last journey to Mansfeld. In Halle his body, as it was carried to Wittenberg for burial, reposed one night. Here Wolff the Philosopher taught, and Francke, in derision called the Pietist. Here Napoleon took up his quarters at one time, and many in Halle yet remember his stern, clear eye. Here Schleiermacher spent his latter days. And here, although perhaps in such company it is a desecration to mention her name, the famous "Miss Kilmanseg, with her golden leg," still lives. Nevertheless, Halle owes its greatness, for it has a wide spread fame, to none of these things, neither to its age, its history, its salt-works, or to the distinguished individuals whose names it mentions with pride, but to its educational institutions, the University and the Orphan House.

The University was founded in 1694, by the first King of Prussia. The University of Wittenberg was united with it in 1815. The present building was erected in 1834. The number of students average between seven and eight hundred; about five-sevenths of these are theological. The proportion of theological students has always been the same, and yet rationalistic views were in the latter part of the last century, and in the beginning of the present, so prevalent, that scarcely a student could be found who possessed a copy of the Holy Scriptures, or acknowledged a belief in inspiration. Things were in this condition when Dr. Tholuck, a man of the most evangelical principles, entered upon his office of Professor of Theology. His zealous labors for christian truth were, for many years, rewarded by ridicule, persecution and entire exclusion from society. Now the University of Halle is the most evangelical university in Germany, and no man in the city, in Germany, or perhaps in Europe, is more esteemed, more honored, more beloved, than Dr. Tholuck, unless perhaps the great Dr. Müller, also an evangelical Professor of Theology. Dr. Tholuck is a man of great vigor and vivacity, extremely fond of the young, and every

day refreshing himself in their society. One of the most interesting sights of Halle is this venerable Professor in his mid-day walk. He is always accompanied by at least two disciples, who listen with the most absorbed and reverent attention to his animated words. One thinks of Socrates and Plato, and with all humility of a higher and holier and more loving teacher. Besides Dr. Tholuck and Dr. Müller, there are three other regular professors of Theology, and six irregular or, as they are called, extraordinary professors. Law, Medicine, Philology and Philosophy, have an equal number, and the best still more, of instructors.

A University does not correspond to an American college. It is more advanced, none but graduates of the Gymnasium being admitted, and instruction given only in lectures. The students have their own police and their own prison, and are entirely without the jurisdiction of the city. They are generally united in companies of twelve, twenty, or fifty, called alliances. Each alliance is distinguished by a peculiar cap. The members of one sport a light green cap no larger than a saucer and certainly invisible from behind; of another, a yellow, or a purple, ornamented with beads, and so on through all the colors of the rainbow. An alliance which is opposed to duelling is distinguished by a white cap. It is very curious that duelling should be a recognized and permitted institution in this age, in this country, on the stamping ground of the Reformation, and in a Protestant Evangelical University. Yet so it is, and we often see students with gashes or scars across their noses, down their cheeks, or enlarging their mouths. It is not, however, so savage and horrible as it seems at the first glance, as so many restrictions are thrown around the duellists, they are padded and protected with such extreme care, that life is never endangered, and the exercise may almost be put on a footing with the fist fights in the English schools.

I find that what I meant should be a mere introduction to a description of the Orphan House—a far more interesting institution than the University—occupies so much space that I must defer to another time the remainder of my letter.

M.

SCATTER-BRAINS.

The thoroughness and fidelity with which the thorough and faithful teacher of the present age performs his work is as remarkable as the want of them has been in preceding ages. Not only is the scholar taught reading, geography, grammar and history, but he gets a tolerable idea of almost everything else. He knows the Greek alphabet, and can decipher the Chinese characters that ornament the lid of a tea chest; he has explored Pompeii and Herculaneum, and the catacombs of Rome and Paris; he has a very good idea of St. Peter's and St. Paul's,—how they happened to be built, and who were the architects and master-masons thereof; he knows all about Baron Trenck and Baron Munchausen; he is thoroughly posted in mythology, archæology, paleontology, ichthyology, meteorology, geology, theology, genealogy and demonology. It is true, he is only a scholar in the grammar school, and never devoted himself especially to any of these pursuits, but his teacher is a gentleman of extensive and varied erudition, and whenever there is an allusion in the reading lesson, the exercise in parsing, or even in the examples in arithmetic, to any of these branches of science, it calls forth a learned lecture which sometimes includes the whole sphere of human learning. He grows wise above what is written in any of his books; and it is not at all likely, that, when he becomes a man, any subject can be introduced to which he will be an entire stranger. His teacher has imparted collateral information to such an extent, that what the pupil don't know isn't worth knowing.

It is not our intention to find fault with the fact that this amount of collateral information is given to the scholar, for we believe it is at least one-half of the child's education; but we have a word to say in regard to the time and manner of imparting it. The intelligent and faithful teacher may and ought to enrich the understanding of his pupils with the treasures of art, science and general literature; and he who confines himself to the letter of the text-books only half does his work. The following up of allusions to extraneous mat-

ters which occur in the various lessons, or the tracing out of the origin and history of events referred to in them, is a modern improvement which deserves encouragement, for it has done more to create an enduring love of knowledge in the mind of the scholar than almost any other agency. The library of reference belonging to every well-furnished school is an instrumentality of the highest efficiency, and one which the teacher ought to use himself and stimulate his pupils to use. There is no danger of imparting too much knowledge in this manner, but there is danger of neglecting the main subject, and leading the scholar into loose habits of study and application.

Phrenologists tell us that there is a certain "bump," called concentrativeness, which may be elevated or depressed, or the mental habit which it represents may be improved by attention and cultivation. One with this organ largely developed finds it difficult readily to transfer his attention from one subject to another; hence, he is prolix and long-winded. As a schoolmaster, he tells long stories and makes long explanations; as a minister, he preaches long sermons; as a lawyer, he indulges in long arguments. One with this faculty but slightly developed, jumps from one topic to another with perfect ease and indifference; as a minister, he has neither "head nor tail" to his discourse; as a schoolmaster, he introduces a dozen subjects in as many minutes; as a lawyer, he makes a general plea applicable to all the cases on the docket.

Whatever of truth or error there may be in phrenology, most teachers have found it to be true that not more than one-half of a given class have the power to concentrate the mind on the lesson to which their attention is required. To get and keep the attention of scholars is the most difficult part of the teacher's work. The scholar seems to lack the ability to fasten his attention on the subject before him. He is willing to do so, will even struggle to do so, but the constitution of his mind is such as to render it almost impossible to accomplish the desired end. "The spirit is willing, but the flesh is weak." Cultivation will undoubtedly do much for him, but he can never stand on a level, in this respect, with one who has been differently endowed by nature. To

scholars of this class, the frequent wanderings of the teacher from the subject before them, if not very judiciously managed, must be a positive injury.

It requires a certain amount of careful preparation, as well as a certain condition of the mind, to enable a scholar to do any work well. The teacher insists upon this preparation, and endeavors to produce this condition of mind in his pupil. Place a reading book in the hands of a pupil whose thoughts are wholly absorbed by a principle in arithmetic, and he cannot read as he would under more favorable circumstances. When the class are expected to do their best—as they ought always to be expected to do—they are “loaded and primed” for the occasion. Their enthusiasm, their desire to do well, is kindled, raised to the highest possible pitch. They are instructed to open their mouths, to regulate their breathing, to be thoroughly imbued with the spirit of the piece to be read.

When all these conditions have been complied with, the scholar rises to read; and in his paragraph the name of Sinbad, the Sailor, occurs. Who was Sinbad? Where was he born? What is the approximate value of a diamond weighing two tons? What is a roc? Carnivorous or herbivorous? The whale which Sinbad thought was an island, and which played him such a shabby trick, opens the natural history of that animal. The loadstone that drew all the nails out of the ship, opens the subject of magnetism, which suggests those of electricity and galvanism. In short, there is no end to the wheels within wheels, and the communicative pedagogue goes down to the center of the earth, up to the empyrean, and back to the creation of the world.

But, for the purpose of illustration, let us suppose that Sinbad, with all the side topics and moral reflections suggested by his eventful history, is happily disposed of at the end of fifteen minutes, or half an hour, can the class read as well as though they had not been interrupted? Are those necessary directions about the lungs, the tongue, teeth and lips, still fresh and uppermost in their minds? Has none of the enthusiasm that burned through the class at the commencement of the exercise evaporated? Does the side talk about Sinbad keep the mind in unison with the spirit of the piece?

In arithmetic, John, who has carefully prepared his lesson, and who has just called up fresh in his mind the principles involved in the example he is about to explain, begins to read the problem:

"Bought ten hogsheds of madder—"

"Stop, John; what is *madder*?" interrupts the teacher.

By the time *madder* is defined, its history given and its use fully explained, John's brain is very clear on madder, and very indefinite on arithmetic. Other articles require similar application, and aquafortis, gunny bags, cider, soap and candles, tar, pitch and turpentine, are mixed up with measures and multiples, roots and powers, to such a degree that only one-half of the class know a gunny bag from a common factor.

We do not suggest that all the useful and curious knowledge of collateral subjects be withheld from the scholar, but only that it be given at a proper time. It has been our practice, for several years, to define the difficult words and consider the side topics in the reading lesson on the school day preceding that on which the piece is read. In arithmetic, grammar, and other studies requiring concentrated thought, they might be disposed of before or after the regular recitation. In our estimation they are nothing but scatter-brains, when introduced in the regular exercise, and when not necessary to a clear understanding of the subject. In reading, we would have nothing but reading; in arithmetic, nothing but arithmetic—in everything but one thing at a time.—*Mass. Teacher.*

TO ACQUIRE A BEAUTIFUL FORM.

Take abundant exercise in the open air—free, attractive, joyous exercise, such as young girls, when not restrained by false and artificial proprieties, are wont to take. If you are in the country, or can get there, ramble over the hills and through the woodlands; botanize, geologize, see rare flowers

and plants, and chase butterflies. Be a romp, even though you may be no longer a little girl; if you are a wife and mother, romp with your children.

Attend, also, to your positions in standing, sitting, lying and walking, and employ such general or special gymnastics as your case may require. Live, while in-doors, in well-ventilated rooms; take sufficient wholesome and nourishing food at regular hours; keep the mind active and cheerful—in short, obey all the laws of health. Take a lesson from the English girl, as described in the following extract:

"The English girl spends more than one-half of her waking hours in physical amusements; that is, in amusements which tend to develop, and invigorate, and ripen the bodily powers. She rides, walks, drives, rows upon the water, runs, dances, swings, plays, jumps the rope, throws the ball, hurls the quoit, draws the bow, keeps up the shuttlecock, and all this without having it forever impressed upon her mind that she is thereby wasting her time."

She does this every day, until it becomes a habit, which she will follow up through life. Her frame, as a necessary consequence, is larger, her muscular system better developed, her nervous system in subordination to the physical, her strength more enduring, and the whole tone of her mind healthier. She may not know as much at the age of seventeen as the American girl; as a general thing she does not, but the growth of her intellect has been stimulated by no hot house culture, and though maturity comes later, it will last proportionally longer.—*Hints towards Physical Perfection.*

INDIANS REPURCHASING THEIR OLD HOME.—The Tonawanda band of Seneca Indians, who sold their reservation lands in Kansas, three years since, to Government, for the sum of \$256,000, have purchased back some seven thousand acres of their old home in the region of Buffalo, New York, and will settle upon it as one of the most comfortably-situated and amply-endowed little colonies in the world.

REPORT ON PRIZES,

Read before the Indiana State Teachers Association, at Fort Wayne, Aug. 24th, 1859, by O. Phelps.

THE TRUE ISSUE.

No system is condemned by wise men for evils purely accidental. As nothing is accidental which necessarily attends any measure or any movement, the real question is, what evils are inseparable from a system, however guarded, however improved; and do these evils overbalance the benefits? No other issue can affect candid men in forming opinions, and therefore no other is worth debating.

THE ANALOGY.

The history of the world clearly establishes the fact that all permanent progress has been laborious, painful, and slow. Martyrs have fallen at every step. Mistakes have attended every movement. The noblest conceptions of the intellect have been marred with error. All the motive powers of the human mind have been prostituted to purposes of evil. Every system originating with man has had its own sad imperfections; and had each one been rejected in consequence of these defects, no upward movement could have been made, and the various races of the present generation would all wander over the earth to-day in primitive helplessness and ignorance, like the imbecile savages of our American wilderness. We try and fail, usually, ere we try and triumph. The temporary defeat of great ideas and inventions; the failure of republics; the perversions of literature; the grave fallacies of philosophy; the unhappy ministry of science, for centuries, in supporting war, tyranny, injustice and sometimes superstition; the progress, reverses and corruptions of religion; all announce to us, by their final victory, that though evil is mingled in every good, yet it can ever be eliminated by the genius and industry of bold and persevering men, incorruptible in virtue, invincible in hope. In the long course of ages

the evil is expelled, the good retained, and every power of the universe is rendered meekly tributary to the well-being of humanity. Not a force is lost. Elements which were thought dangerous, or adverse, are harnessed to the car of progress. The prize system will meet with the same fate. If it is a motive power, it will be preserved. If it has been found potent in producing both good and evil, an antidote for the latter will be to place this instrumentality where wise and good men can direct it aright. Like music, and poetry, and eloquence, it may often have been misdirected; it may, like them, have wrought out bitter and fearful results, but like them, also, it is too powerful an agency to be lost, and is too formidable an adversary to be resigned to the control of evil doers.

The prize problem has the same common outline, and presents the same general issue as do all questions where it is admitted that a power exists which may be mismanaged, and then may be injurious or fatal. The query arises in this case, as in all others, shall we reject the power utterly, or shall we attempt to guide it carefully and wisely, and permit it to form one of the great tributaries of the stream of progress. If it cannot be proved that the harm charged to prizes is an unavoidable consequence, which no amount of prudence, or skill, or experience can avert, then the objections must fall. Or if it can be shown that such immense good is found to ensue from their use that it far outweighs any injury, then, too, it is time for writers to cease their sweeping denunciations, and time for teachers' associations to pause in their hurried votes of bitter condemnation. It is admitted that prizes are a mighty instrumentality; and the logic by which they are condemned would be very amusing were it not so often believed; for the same reasoning would apply against the printing press, the steam engine, the art of navigation, electricity and knowledge itself; yea, and against every element of strength, or power, or activity, known to man.

It follows as a conclusion from what has been said, that the arguments urged against prizes are mere fallacies; so obvious, glaring and contradictory, so unfair, baseless and absurd, that they do not merit and do not need separate consideration. We are prepared, however, to review them all,

one by one, until the graceless phantoms disappear. Is it fair to condemn an engine of improvement which has stimulated thousands of the immortals to their career of glory; one which has given to the world its choicest poems and histories; one which has spanned the widest streams with bridges of amazing workmanship; which has built the swiftest ships on the ocean; which has evoked from the ashes of a thousand centuries its strange treasures of science; which has added countless millions to the treasury of christendom by prize prompted inventions, each of inestimable worth; which has given an impulse to scientific agriculture that is restoring Eden in thousands of deserts that were drifting in the wind, or baking in the sunshine, or soaking, inaccessible, amid poisonous swamps, or stagnant waters; and, finally, one that has laid upon the shelves of our libraries the ablest works on teaching, temperance, longevity, morals and piety? And all because we are such imbeciles we fear we cannot learn to manage such a power safely? Would this be worthy of man? Would it be worthy of the race to which we belong as Caucasians.

There is no *power on earth* which we cannot learn to control with security, and which we may not invoke to our aid with entire confidence in the conflict with inertia, darkness and antagonisms. And, if I may be indulged in speaking figuratively for a moment, yet significantly, I hope, I will add in the name of human nature, that we will turn the artillery of vice against itself; we will pluck other lightning from the clouds which darken overhead and make it serve us for good; the very rocks in the way of our advancement, and the "hard shells" too, shall form our fortifications against adverse forces until *all* are overcome.

In the physical world man has made vast conquests; fire, and wind, and electricity, and caloric, and dashing torrents, and huge waterfalls, and pathless oceans, and gulf streams, and tides, and trade winds, and all the enginery of the universe have been made useful to him. When in the moral world we have labored as courageously as in the physical, we shall find that *every* force and faculty of man increases his intellectual and moral strength, and can be made obedient to all pure and noble purposes. More august and sublime will

that victory be than the highest triumphs of art and science which so justly cheer us now.

OBJECTIONS ANSWERED.

It has been objected that prizes create selfishness and other bad emotions. We deny, 1st, that these emotions are bad, and 2d, that they are created by prizes. Prizes simply guide them into *different* channels of activity. Selfishness is simply a *force*, very well in its place, but it needs discipline. When it *spurs* to industry it is nobly employed. When it seeks to outrage the rights of others, its action is mean. When it demands the fruits of its own toil, when it asks for its *rights* to liberty and the pursuit of happiness, it is grand; but when it would steal that which belongs to another, then it becomes monstrous, fiendish. Yes, it needs discipline. But if the teacher turns coward and falters, and the parent too, who shall do it? "*Train up the child in the way he should go.*" Do you shrink from the task? then you are recreant to your profession, and not equal to the claims it has upon you. The fact is the child will find in its plays an almost infinite field for the exercise of selfishness, *beyond* the notice of the teacher. Now should the prize system ever bring it within observation, as its objectors affirm, *no harm will be done*. This only affords an opportunity to discipline, prune, regulate, soften, direct, enlighten and purify the emotion. So, if the child has a strong will, a spirited temper, it cannot be broken without destroying the energy and worth of the child, if indeed it *can* possibly be broken at all; but the teacher can *direct* it to noblest ends. It is idle to ignore these passions which we hear are shown when prizes are given. In that moral culture which the age demands, and which God requires, we must train, if possible, the whole nature. It is objected that nature and circumstances have made a great disparity between the competitors, and hence an injustice is done. This is answered in three ways.

1st. That the same reasoning would exclude those whom nature and circumstances have not favored equally from ever entering upon a career of active life, for they cannot there successfully compete; and the world is full of competition;

the absurdity is apparent, and the more so when we reflect that those who have been least favored are often the victors, in school or out.

2d. It is easy for the teacher in the common school to announce in the commencement that all the circumstances will be well considered, and that those who earnestly and perseveringly do their best shall not be forgotten. For six hours in each day the scholars are under his eye, and he will be apt to know something about their real merits. Besides, is it not the teacher's duty to know the parents and the state of things at home?

3d. Those who have been so much favored by "nature and circumstances" as to be members of the regular classes in the higher departments of the academy, the college, or the university, may well be supposed to have no just reason to complain from either of these causes, and "the race is not to the strong" alone.

Again, it is objected—and we quote it word for word from Mr. Cavert's report against prizes—that "prizes operate unfavorably upon the competitors themselves, according to the well known law, that a growth produced by unnatural and extraordinary stimulus is abnormal and unhealthy."*

We accept the analogy, and reply, that if the farmer "stimulates" his crops by enriching his fields, and by "extraordinary" care and culture, and if his crop in such cases is always abnormal and unhealthy, then it is so in the same degree and proportion with the mental growth of the student who obtains his education at an institution where prizes are awarded! We are satisfied with the analogy, if Mr. Cavert is.

The sad history of the world proves that we need broader and more comprehensive views of human nature; it proves that we need more incentives on the side of education, and virtue, and philanthropy.

Nearly six thousand years have passed into the bosom of eternity since man commenced his career on the earth, yet ignorance, and bigotry, and vice, still hold in bondage an overwhelming majority of the human family. Men and chil-

* This Report was given in full in the *Indiana School Journal* of October and November, 1859.

dren act from motive. If, then, all act from motive, as a necessary consequence it follows, that as long as vice is permitted to monopolize the motives and the chief highways to the human heart, so long will its appeals be successful, and our race must wander on in darkness, and superstition, and crime. But there is no reason why all the master passions of the human soul should be abandoned to the possession of groveling sensuality and crime, while virtue remains in imbecile and "masterly inactivity" as the generations of men go down to ruin. Verily, the "Great Teacher" might well say, that the "children of this world are, in their generation, wiser than the children of light." Those who love the good and the true, while perhaps they may seek to "be harmless as doves, too often forget that other injunction which makes it their duty to "be wise as serpents." Hence men run off on vagaries about lower motives and higher motives, for taking the same course of action, as if all these motives united were any too strong.

(To be continued.)

THE POWER OF THE VOICE OVER CHILDREN.

It is useless to attempt the management of children, either by corporal punishment, or by rewards addressed to the senses, or by word alone. There is one other means of government, the power and importance of which are seldom regarded. I refer to the human voice. A blow may be inflicted on a child, accompanied by words so uttered as to counteract entirely its intended effect; or the parent may use language, in the correction of the child, not objectionable in itself, yet spoken in a tone which more than destroys its influence. Let any one endeavor to recall the image of a fond mother, long since at rest in heaven. Her sweet smile and ever dear countenance are brought vividly to recollection; and so, also, is her voice; and blessed is that parent who is endowed with a pleasing utterance. What is it that lulls the infant to re-

pose? It is no array of mere words. There is no charm to the untaught one, in letters, syllables, and sentences. It is the sound which strikes its little ear that soothes and composes it to sleep. A few notes, however unskillfully arranged, if uttered in a soft voice, are found to possess a magic influence.

Think we that this influence is confined to the cradle? No, it is diffused over every age, and ceases not while the child remains under the parental roof. Is the boy growing rude in manners, and boisterous in speech? I know of no instrument so sure to control these tendencies as the gentle tones of a mother. She who speaks to her son harshly does but give to his conduct the sanction of her own example. She pours oil on the already raging flame. In the pressure of duty we are liable to utter ourselves hastily to our children. Perhaps a threat is expressed in a loud and irritating tone; and instead of allaying the passions of the child, it serves directly to increase them. Every fretful expression awakens in him the same spirit which produced it. So does a pleasant voice call up agreeable feelings. Whatever disposition, therefore, we would encourage in a child, the same we should manifest in the tone in which we may address him.—*Educational Monthly*.

For the Indiana School Journal.

"A BAD SPELL."

At a recent spelling exercise of the students of the South-Western Normal School I gave out the word *Erysipelas*. One hundred and nine students engaged in the exercise, about fifty of whom spelled the word correctly. Three or four made no attempt, and the remaining fifty-four invented the following original forty-five spellings. Six share in the honor of inventing the first spelling. The other spellings that had independent original inventors are indicated by figures after them in parentheses. Nos. 27, 28 and 29 are

the product of one brain. This is also the case with Nos. 31 and 32, but No. 31 had also another inventor.

1. Eresipelas. (6)	16. Eresypalis.	31. Æresipilus. } (2)
2. Eresypelas. (3)	17. Eresypilas.	32. Ærsipilus. }
3. Erycipelas. (8)	18. Erasypalis.	33. Æresipelas.
4. Erysipelous. (2)	19. Erasipelas.	34. Ayresipelas.
5. Erysipilas. (2)	20. Erasipelis.	35. Aræocipolis.
6. Erysipulus.	21. Erasypal.	36. Æræsipalus.
7. Erysipilus.	22. Erisipelas.	37. Arasipelis.
8. Erycipalous.	23. Eriqipiless.	38. Arcypilus.
9. Erecipalus.	24. Earisipillis.	39. Aracipilous.
10. Erecypelas.	25. Eyeersipelas.	40. Ireasipilas.
11. Ereacipolas.	26. Errysipelas.	41. Irresipilous.
12. Erecipelas.	27. Errisiplys. }	42. Irricipilous.
13. Ereyipilas.	28. Errysiplys. }	43. Irrescipulas.
14. Eresypælous.	29. Errisipilis. }	44. Irresipelis.
15. Eresipillous.	30. Ærysipelas.	45. Irusipless.

It will be observed that the student who is responsible for No. 21 was probably so exhausted with his attempt that he could not finish the word.

About two years ago, this word was spelled thirty-one incorrect ways, by the same number of pupils, in a Western graded school. The class numbered thirty-six, four of whom spelled the word correctly. "One was sensible enough not to undertake it."

I copy from the *Illinois Teacher* of May, 1858, a list of these spellings :

1. Errisipelis.	11. Aracepolous.	22. Erisipalous.
2. Erysipeless.	12. Errisypelas.	23. Erecipolus.
3. Errysypelus.	13. Eresypilus.	24. Errecipelas.
4. Erusypolis.	14. Errescypolous.	25. Eresypelas.
5. Erecipelis.	15. Erecipyilas.	26. Erecipolis.
6. Erysipelis.	16. Eresipilous.	27. Erresipolus.
7. Erisipolous.	17. Errisipilus.	28. Errisipilous.
8. Arcipelas.	18. Errecipilous.	29. Aracepalous.
9. Erissypelous.	19. Erecipolous.	30. Erisipillis.
10. Erisypilas.	20. Errecipilous.	31. Erricipieliss.
	21. Erysipelis.	

I believe that there is but one spelling in this list that is like any one of the forty-five methods given above, viz : No. 25 and No. 2.

The contributor of the article in the *Illinois Teacher* headed it "*A Phonetic Nut*," and closed it with the following:

"In conclusion, we modestly submit to the advocates of the Phonetic system this query: If a small class, spelling one word by sound, arrive at such diversely absurd results, may we not hope for a blissful *cacographic* confusion at the ushering in of the great Phonetic Millenium?"

To this the editor, Mr. Bateman, now State Superintendent of Illinois, aptly replied:

"We are greatly amused with the above, but think our phonetic friends will respond, Yankee fashion, by another question: If, under a system (so we graciously style the chaos) in which spelling and pronunciation are utterly divorced,—there being less than fifty words in the language spelled as they are pronounced,—a class of pupils can come to such delightfully heterogeneous results, why may we not hope for better things from training children to analyze words into sounds and connect each sound with a single character? Our view of the logic of the matter is such, that we expect to see the phonetic journals quoting the above incident as corroborating their arguments."

Instead of there being nearly *fifty* words in our language which are spelled as they are pronounced, or pronounced as they are spelled, *I* know of but two, the pronoun *I*, and the interjection *O*.

W. D. HENKLE.

THE BANE OF INDOLENCE.—Idleness is the bane of body and mind, the nurse of haughtiness, the step-mother of discipline, the chief author of all mischief, one of the seven deadly sins, the cushion upon which the devil chiefly reposes, and a great cause not only of melancholy, but of many other diseases; for the mind is naturally active, and if it be not occupied about some honest business, it rushes into mischief, or sinks into melancholy.—*Burton*.

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM NO. 172.—BY ISAAC H. TURRELL.

How many combinations can be made of n quantities taken p and p together, provided each quantity may be repeated?

PROBLEM No. 173.—BY M. C. STEVENS.

To construct a plane triangle, having given the vertical angle, the line bisecting it, and the difference of the segments of the base, made by the bisecting line.

PROBLEM No. 174.—BY THOMAS CHARLES.

What must be the size of a square field in order that there may be as many acres in it as there are rails in the fence, each panel reaching a rod in length, and the fence being ten rails high?

PROBLEM NO. 175.—BY G. W. HOUGH.

To determine the maximum area that can be inclosed by a string, whose length is a , with inflexible rods of the same length, fastened at each end.

PROBLEM No. 176.—BY WILLIAM B. MORGAN.

What angle must a circle (5 feet radius) make with a line drawn from its center to the eye 12 feet distant, in order to appear as an ellipse whose axes are in the ratio of 4 to 5?

PROBLEM No. 161.

$$\begin{aligned} \text{Given} \quad & x+2y+z=26 \\ & xy z=288 \\ & xz=(x+z)y, \end{aligned}$$

to find x , y , and z by Quadratics.

SOLUTION.—BY M. C. STEVENS.

Dividing the second equation by the third, we have

$$y = \frac{288}{(x+y)y} = \frac{288}{(26-2y)y}$$

whence $y^3 - 13y^2 = -144$(A.)

Put $y = m + 4\frac{1}{3}$, and (A) becomes $81m^3 - 4563m = 1518$,

whence $81m^4 - 4554m^2 = 9m^2 + 1518m$;

add $(253)^2$ to each member, and we have

$$81m^4 - 4554m^2 + (253)^2 = 9m^2 + 1518m + (253)^2;$$

extracting root, $9m^2 - 253 = \pm (3m + 253)$;

from which, $9m^2 - 3m = 506$; or, $9m^2 = -3m$;

whence $m=7\frac{2}{3}$, $-7\frac{1}{3}$, or $-\frac{1}{3}$;

whence $y=12, -3$, or 4 .

Substituting these values in the first and second equations, and we have

$x+z=2, 32, \text{ or } 18.$

$xz=24, -96, \text{ or } 72.$

whence $x=1\pm\sqrt{-23}$, $16\pm4\sqrt{22}$, 12, or 6.

$$z=1\mp\sqrt{-23}, 16\mp4\sqrt{22}, 6, \text{ or } 12.$$

Prof. STEVENS has furnished a second solution of this Problem.

PROBLEM No. 163.

Reduce the circulating decimal $.124456789\dot{0}$ to a common fraction.

SOLUTION.—BY M. C. STEVENS.

$$S = .\dot{1}234567890 = \frac{1234567890}{10000000000} + \frac{1234567890}{100000000000000000000}$$

+&c. *ad infinitum.*

But this is a geometrical series extending to infinity, of

which $\frac{1234567890}{10000000000}$ is the 1st term and $\frac{1}{10000000000}$ is the

ratio. Whence $S = \frac{1234567890}{10000000000} \div \frac{9999999999}{10000000000} = \frac{1234567890}{9999999999}$

$$= \frac{137174210}{111111111} \quad Ans.$$

PROBLEM No. 164.

What is the diameter of a circle in feet, whose diameter and area are expressed by the same number?

when each particle has the same rotary force—as in the rotation of the earth. But when each particle has the same *absolute* momentum, those at the axis would have infinitely greater force in producing angular motion than those at the equatorial surface, and hence we did not multiply by the square of x , and it was thus we understood the question, i. e., that the orbital motion, and consequently momentum, belonged equally to each particle of the shell—which we take for granted. Now if the principle upon which Mr. Hendricks prosecutes his *strictures* be faithfully adhered to in his *solution*, it would be fatal to both."

ERRATA.—On page 96, the first part of solution to No. 153 should read: Make AB =given base; bisect it in D and make DL =given difference and take DH so that $2AB : DL :: DL : DH$. Draw HE , &c.

NOTE.—We received very neat solutions of Problems 160, 162, and 163, from W. A. NICHOLS. His communication, however, was unfortunately mislaid.

Editorial Miscellany.

EDUCATIONAL INTELLIGENCE.

[For the Indiana School Journal.]

THE TEACHERS AWAKE.

A convention of teachers was held at Aurora, Dearborn county, Ind., on Saturday, April 21st, to discuss the various points connected with our educational prospects. After organizing, remarks were made by several teachers on some items found in the circular of the State Superintendent. [We are obliged to omit a paragraph on the book subject.]

The committee previously appointed to consider the feasibility of changing the time of distributing the school fund, reported it both feasible and necessary, and the committee were appointed to get up petitions and have them circulated through the county for signatures. As we design furnishing you an article on that subject we shall refer to that for information on that topic.

The following resolution elicited considerable discussion :

Resolved, That our present system of free schools in Indiana does not meet the demands of the people.

No one contended that the free school system was a failure; but that it did not do all that its framers contemplated, that it was not all that it should be. Three months, or less, is the average time that the public money provides schools, which is in many places the whole amount of schooling received per year by the children, while six or seven months school should be kept in every rural district, and nine or ten in the towns and cities. That the teacher must first have his select school, then be employed in the public school, and finally attach another term to patch up the year,—thus wasting time and money in organizing and disorganizing, changing and modifying. Frequent changes in the law, needless changing of text books, tended to disgust and weary parents and guardians, while they are subjected to greater expense.

These evils are not beyond the reach of remedial agents. A permanent, healthy and vigorous system could readily be established, were the masses fully awake to the amount of their responsibility in this matter. The first thing should be the removal of all constitutional restrictions. Such modification should be made that the crushing weight of the Constitution would not fall upon the school law. This being removed, such other plans might be adopted and successfully executed as would place our educational system on a par with older and more experienced States.

President Allyn read an excellent address in the afternoon. It would be impossible to give anything like an abstract, as the address was full of striking, original thoughts, and illustrated by such representations and references to common life as to render it deeply interesting. President Allyn is a man for the times, a real live teacher, full of soul and spirit, lively, facetious and genial. We congratulate the citizens of Cincinnati in having such an able man at the head of such an important institution as the Wesleyan Female College.

After this, there was some further discussion on the previous topics, when the convention adjourned to meet at Moore's Hill in four weeks.

S. J. KAHLER.

Moore's Hill, April 25th, 1860.

[From the Boonville Democrat.]

TEACHERS' CONVENTION.

On the evening of Jan. 27th, Mr. Phelps, of Indianapolis, editor of the *Indiana School Journal*, delivered an able address to the citizens of Boonville and the teachers of Warrick county, on the subject of "Edu-

cation," setting forth very earnestly the advantages of a good system of free schools.

After the address, a preliminary organization of a Teachers' Convention was effected, by appointing Mr. O. Phelps, Chairman, and C. B. Seeley, Secretary. An Executive Committee was then appointed, composed of the following persons: W. H. Watkins, Miss Carrie Morgan, J. M. Allen, E. Campbell, and T. Olin. The following were appointed a Committee on Resolutions: J. M. Allen, Miss Stuart, W. H. Watkins, T. Olin, and C. B. Seeley. Some remarks were then made by Samuel Summers, Esq., Rev. A. Fellows, W. H. Watkins and Mr. Phelps.

Adjourned to meet on Saturday morning at eight o'clock.

SATURDAY MORNING.

Convention was called to order by appointing W. B. Burge, Chairman, and C. B. Seeley, Secretary. The minutes of the previous meeting having been read and adopted, the report of the Executive Committee was then received, and the convention proceeded to business.

Among the topics for consideration were: "The best methods of teaching the various branches," "Government," and "The duties of teachers outside of the school room." Mr. Phelps advocated the "word method" in teaching to read, and gave some interesting illustrations. Considerable time was spent in discussing the different ways of teaching to spell, and some very spirited remarks were elicited. Some peculiar points in arithmetic were brought out in a recitation conducted by Mr. Phelps. The following resolutions were presented and adopted:

Resolved, That "Familiar Lectures" given by the teacher upon the various branches taught, have a tendency to awaken, interest, and promote the advancement of the pupils.

2. That one great hindrance in English education is found in the *deficiency* of our alphabet and the consequent arbitrary method of spelling, and that the gradual introduction of the Phonetic is desirable.

3. That between teacher and pupil mutual sympathy and familiarity should be fostered, and no place be given for coolness or reserve.

4. That physical and mental training should go hand in hand, in conformity with the maxim, "A sound mind in a healthy body."

5. That teaching should be regarded as one of the "learned professions," and that teachers should not hesitate to take their proper rank.

6. That the teacher, to maintain the dignity of his profession and his skill in teaching, should have constant employment; which can only be secured by a good system of free public schools.

7. That to secure such a system we will labor among our patrons, and do our part toward awakening the public sentiment to the necessity of a better system of free schools.

8. That we welcome the *Teachers' Journal* as a good counsellor, a kind friend, and an efficient agent in the cause of education.

9. That we will hold a Teachers' Institute in old Warrick, next fall.

The following persons were appointed an Executive Committee to make arrangements for the session of the Institute: W. H. Watkins, J. M. Allen, C. B. Seeley, T. Olin and Noah Webster.

Convention adjourned *sine die*.

C. B. SEELEY, *Secretary*.

NATIONAL TEACHERS' ASSOCIATION.

In August last, during the session of the National Teachers' Association, held in Washington, D. C., the Board of Directors, according to the provisions of the Constitution,

Resolved, That the next meeting of the Association be held in Madison, Wisconsin, commencing on the second Wednesday of August, (the 8th,) and continuing four days.

But in view of several considerations, and at the request of many of the members of the Board, and others of the Association, it is considered best to change the place of meeting from Madison to Buffalo, N. Y.

The Third Annual Meeting of the Association will, therefore, be held in Buffalo, on the second Wednesday of August next, (the 8th,) commencing at 10 o'clock A. M. This change of place is called for by many, both East and West; indeed, the proposed change meets with the general approbation of all.

The friends of the cause in Buffalo extend to us a hearty welcome. They pledge themselves that every facility shall be afforded for the business of the Association, and that they will do all in their power to make the occasion one of pleasure and profit.

Arrangements will be made with the hotels for a reduction in the price of fare. Ladies will be entertained gratuitously. On the principal lines of travel, the usual reduction of fare is expected.

It is well known that the city of Buffalo is a most delightful summer resort, cool and healthy, and that the people are noted for their public spirit and generous hospitality. It will be remembered that Niagara is within a few miles of the city, and can be visited at any hour of the day.

Arrangements have been made to secure able and popular Lecturers. Several important reports and other papers will be presented. The meeting is expected to be one of the most interesting ever held in the country. Particulars given in a few days, in the Programme of the Meeting.

J. W. BULKLEY, *President*.

R. RICHARDS, *Secretary*.

Brooklyn, April 16th, 1880.

OUR BOOK TABLE.

McGuffey's New Juvenile Speaker; containing more than Two Hundred Exercises, Original and Selected, for Reading and Speaking. Electrotpe Edition. Cincinnati: WINTHROP B. SMITH & Co.

"This book is designed to occupy a place not filled by any other of any series."

This is certainly one of the choicest of Juvenile Speakers. An array of the names of over two hundred authors of great celebrity challenges inquiry at once, and after a close and curious examination we, at least, can freely own that the book comes up fully to the high promise given at the outset. There are twenty-two pages of directions, which are brief, simple, excellent; the last three pages are especially so. A large number of these selections are entirely new to us; we could wish the book did not contain a single article which had been in any school book before. We differ from superior educators and elocutionists, in thinking, and very obstinately too, that there is no need or excuse for republishing these choice old productions always, and constantly, without any intermission. It is a relief to find a book approach freshness. Permit us, therefore, to commend McGuffey's Juvenile Speaker. The Universal Speaker, by Brown, Taggard & Chase, Boston, is distinguished for this good feature. These books are not stale. New material of the choicest quality abounds in our present literature. See advertisement.

American Normal Schools. Proceedings of the First American Normal School Convention. Their Theory, their Workings, and their Results. New York: BARNES & BURR, 1860.

This neat book has a handsome cut of the State Normal and Model Schools, Trenton, N. J.; also of State Normal University, Bloomington, Ill., State Normal School, Farmington, Mass., Connecticut State Normal School, New Britain, Conn. The interior arrangement is also illustrated. Contents—Letters from Edward Everett, S. S. Randall, H. Mann; Address of Wm. F. Phelps, Pres.; Papers of Prof. Crosby, Prof. Ogden, Mr. Edwards; various Reports; remarks of Gen. H. K. Oliver, A. Parish, Hon. Henry Barnard, Hon. Anson Smyth; four Discussions, in which the participants were Hon. Geo. B. Emerson, Hon. Richard S. Field, Rev. Dr. McJilton, Prof. Phelps, Prof. John S. Hart, Mr. Greenleaf, Mr. J. W. Dickinson, Prof. S. M. Hamill, Prof. J. P. Wickersham, Rev. B. G. Northrop, Gen. H. K. Oliver, G. N. Biglow, Prof. Camp, Mr. N. T. Allen, Mr. Hollister, Mr. Ogden, Dr. McJilton, Prof. D. P. Colburn, Prof. Smith, Prof. Hovey, Mr. S. Betts, Mr. Rowe, Mr. Crosby, and Henry Barnard. Who would not like to own such a book! What an array of talent, and experience, and virtue. A. S. Barnes & Burr must be very popular among educational men. The number of works they issue in the educational line is truly surprising. Let teachers send

for their Illustrated Catalogue, which is sent free to any teacher on application. We owe much to these enterprising men, and we hope they will be liberally patronised by the teachers all over the Union, and continue their good work for many years to come.

Fifth Annual Report of the President, Superintendent and Secretary to the Board of St. Louis Public Schools.

A very neat Report which we are glad to own for reference. There is a handsome cut of the St. Louis High School; cost \$50,000. It is designed to accommodate 400 scholars of both sexes. The lot is valued at \$25,000; making in all an outlay of 75,000 for the High School. This is noble. Who can wonder at the constant and ever increasing volume of population flowing to that prosperous city from the eastward?

Here are also cuts of the Washington School, Clay School, Stoddard School, with illustrations of the interior arrangements of each. In looking this all over, and reading the sensible thoughts stored in this Report, we become enthusiastic, and exclaim over and over, how delightful!

We have also received, through the kindness of W. H. Wells, Superintendent of the Chicago Public Schools, a Report of the Schools in the great Metropolis of the North-West. We take occasion here to return our thanks to Mr. W, for his Report and for his constant patronage of the *Indiana School Journal*. The school year seems to end there February 1st, 1860. The Report states that "The duties of the Superintendent are yearly and rapidly increasing." "Since the Board have taken charge of the repairs and erection of school buildings, an amount of work has been thrown upon the Superintendent not originally contemplated. Many thousands of dollars of the school money are yearly saved by the manner in which it is now expended." "It is a most gratifying fact to report, that for our schools as they are to-day, neither the Board nor the City owe one dollar." "Our new and elegant buildings, finished and furnished in the best manner, with all the modern improvements in furniture and, most of them, in heating, unincumbered with debts, we hand over to our successors, as a legacy to coming generations, showing, in a measure, our appreciation of the value of Public Schools." The ground of the High School building we do not find the price for, but the edifice is estimated to have cost \$35,200.

The Skinner School House cost.....	\$27,000
" Ogdén " " "	23,000
" Newberry " " "	23,000
" Moseley " " "	22,000
" Brown " " "	21,500
" Foster " " "	20,200

The grounds for a few of the dearest are: Jones, \$19,000; Dearborn, \$15,000; Moseley, \$20,000; Ogdén, \$13,000.

Many lots cost but \$4,000 or \$5,000 or \$8,000 each; and several houses cost \$5,000 or \$6,000 each.

The furniture of High School cost \$1,700; of Foster, \$1,985; Brown, \$1,600; Skinner, \$4,860.

Total value of School Buildings,.....\$211,400

School Furniture,..... 18,198

School Lots, 124,300

Grand Total,.....\$353,898

This is paid, so the Report says, by a two mill tax to which the people cheerfully submit. The Newberry School House will seat at least 1,200 pupils, and at the same time give a large hall for the exercises in singing, declamation, &c., and two rooms for the use of the heating apparatus. The Skinner School House is "named in honor of Hon. Mark Skinner, an early resident of the city, and an early and earnest laborer in the cause of Public Schools. Noble monument! The helpless child of poverty, the orphan outcast, can there prepare to tread with elastic step the cheerful ways of knowledge. Most beneficent of all human institutions are the free Public Schools of these immense cities. This Report is full of instruction. We shall quote from it in our next in relation to overtaking pupils in school, or admitting them into school at too early an age.

Elements of Rhetoric. By RICHARD WHATELY, D. D., Archbishop of Dublin. Louisville: MORTON & GRISWOLD, Publishers.

Elements of Logic. By the same Author. Reprinted from the Ninth Octavo Edition. Also by MORTON & GRISWOLD.

These works need no comment, their fame is entirely established, it is enough to know where they can be bought. We only wish to remark that these are practical subjects, and that each teacher can peruse these books with profit and delight, without any aid. Mr. W. H. Hay, Indianapolis, is Agent for Indiana.

OUR EXCHANGES.

The following was left out of the April No. by a mistake in regard to the amount of manuscript required to complete the No.

The ATLANTIC MONTHLY is always on our table early. It is probably the greatest ornament to American literature which is published. We ever hail it with gladness. A reader of the *Atlantic* soon acquires an appetite for it which cannot easily be disappointed. Read the table of contents for April:

The Lays of Beauty; Found and Lost; An Experience; About Thieves; The Pursuit of Knowledge under Difficulties; The Portrait; American

Magazine Literature of the Last Century; Came Si Chiamo; Bardic Symbols; Hunting a Pass; Kepler; Pleasure—Pain; The Professor's Story; Lost Beliefs; The Mexicans and their Country; Reviews and Literary Notices.

We furnish the *Atlantic Monthly* and the *Indiana School Journal* to any body, for three dollars per annum.

THE MATHEMATICAL MONTHLY is now a success and is in its second volume. The Prize Problems for Students are still offered, and still solved, notwithstanding the silly tirade against prizes which has been made by some excited transcendentalists. This excellent work is published by Ivison, Phinney & Co., New York. Next to that, the Mathematical Department in our own *Journal* yet maintains its superiority, under the care of Prof. Daniel Kirkwood. Cuts or diagrams are inserted to illustrate any problem, when necessary. Many, or at least some of our teachers take both the *Indiana School Journal* and the *Mathematical Monthly*. The necessities of our readers compel the introduction of problems of every grade. The *Mathematical Monthly*, when bound, makes a handsome and valuable volume.

THE NEW YORK TEACHER.—This prince of Teachers' Journals does not owe its superiority to its great size—for it is only ordinary in that respect—but to the almost constant supply of very choice original articles. James Cruikshank is resident editor, with eleven associates. "The Utility of Ornamentation," which we give to our readers in this No., appeared first in the *New York Teacher*, of 1859. We give it to our subscribers because it contains so much truth. In our Western States there is less appreciation of its value, of its necessity, of its close connection with educational progress,—for only a few years have passed since all the energies of the population were given to obtain material support. Cannot many of our Indiana educators afford to take the *New York Teacher*, and the *Indiana School Journal* also. The *N. Y. T.* does not need your support in the least, we presume, but it will always be a source of information and delight to every subscriber. Meantime, if the patrons of the *Indiana School Journal* would have our *Journal* worthy, let them write for it.

The Article on "Graded Schools," in this No., we took from the *Connecticut Common School Journal*. We hope it will be carefully read and preserved. The *Journal* from which we take it is edited by Charles Northend, author of so many valuable works for teachers.

"School Martyrs" is an article from the *Illinois Teacher*, a large and excellent School Journal, published at Bloomington, Ill.

The Educational Monthlies of the country are rapidly improving. How this fact should appeal to the pride, to the self respect, of the Indiana teachers.

PERSONAL.

A. J. Vawter has again assumed the superintendency of the Lafayette Public Schools, at the earnest solicitation of the Board of Trustees.

Miss Mattie Vawter is conducting the Public School at Scipio, Jennings Co., where she had formerly labored with much success.

Miss Mary A. Vater has taken charge of the Graded School in the First Ward, Indianapolis. This is the largest school in the city, and Miss Vater's appointment as Principal is proof of her own great merit and of the enlightened liberality of the Trustees. Miss Vater has five assistant teachers, and although there are more than three hundred scholars, not a male teacher is there to awe them,—yet order, and progress, and thoroughness, appear in every room.

Miss Jennie Vawter is one of the assistant teachers in the First Ward Graded School on the same floor with the Principal, and has charge of the Secondary Department, which she conducts with marked ability. Being physically the most slender, perhaps, of any of any of the city teachers, she yet presides over more than fifty scholars with such skill that at a movement of the hand, or a single word spoken, all at once obey. We spent some time in the room lately during three exercises, and could not help thinking that surely the time drew near when mere physical force would give way before superior mental and moral training; and that woman, so long kept in the back ground by bigotry, jealousy and selfishness, would be treated with justice, and be permitted to take her place without cavil wherever her talents or qualifications would naturally lead her.

We had the pleasure, a few days since, of visiting the High School at Anderson, of which Mr. I. N. Terwilliger is Principal. We found, as we expected, a good school, and a teacher who is master of his profession. The exercises in elocution and mental arithmetic were admirable. Mr. T. has under his care a promising Normal Class. It cannot be said that moral training is neglected in his school. Who that was present at the State Teachers' Association at Richmond, will ever forget the thrilling reply Mr. Terwilliger made to the question, "What is meant by the Bible?"

We also visited the school at New Castle, formerly taught by our friend W. W. Cheashire, now at the N. W. C. University. Mr. T. Sharp and Mr. James R. Smith are now conducting the school, and the opening gives a reasonable promise of success. We are entirely satisfied that these gentlemen will do a good work, and place the school on a permanent basis. New Castle is a favorable point for a first rate Graded School, and the citizens have erected a large and handsome building.

Mr. T. D. Marsh, lately located at Madison, Ind., has been appointed Principal of the Columbus Graded School, at Columbus, Ind. We are glad of this appointment, for Mr. Marsh is an earnest man and will make his mark to some purpose. He is an active member of the State Teachers' Association. We have spoken of the building before, as a very superior one. We hope Mr. Marsh will find time to write to us. Miss M. F. Wells, formerly one of the associate editors of the *School Journal*, and assistant teacher with Mr. Barnes at Madison, Ind., is also chosen as one of the teachers, if we understand the circular right which we have received. Very well, we are happy to have our experienced teachers return to the State and to the good work. Our prospects brighten in Indiana.

Mr. Solon B. Campbell, formerly an excellent tutor in the Jennings' Academy, at Vernon, Ind., and recently a student at the N. W. C. University, is now conducting the school in West Indianapolis. That is our old school, and we are glad to have it fall into such good hands.

Mr. Tho. H. Burrowes, editor of the *Pennsylvania School Journal*, has received the appointment of State Superintendent of Public Schools for the Keystone State.

Mr. Joseph Brady, of Connersville, is now out of the State, traveling for the benefit of his health. He has long been confined closely to his school.

A. C. Shortridge, one of the associate editors of the *Indiana School Journal*, an eminent educator of Wayne Co., Ind., and Superintendent of the Teachers' County Institute, and County Examiner of Teachers, having sold out his interest in the College at Centerville, Wayne Co., Ind., now wishes to establish himself anew in some promising locality where there is a good Seminary building for rent, or under the charge of trustees. He would prefer, if we understand him, to go forward on his own responsibility and build up a school. Friends of the cause will please take notice, and if they know of a favorable point for one of the most earnest and able workers in Indiana, please send word to us at Indianapolis, or to A. C. Shortridge, Centerville, Ind.

The Western Olive Branch, Mrs. Carrie D. Filkins Bush, Editor and Proprietor.—This is a charming quarto, costing only fifty cents per annum, devoted to Temperance and Social Improvement. Many a deeply interesting story of real life appears in its columns. We hail it as a co-worker in a common cause, the mental and moral, and social improvement of the people. The temperance cause is improving. Mrs. Bush is doing a noble work in a noble cause. Education can never prosper where rum rules. A set of debased politicians crush it in their polluting grasp. Communications and business letters should be addressed "*Western Olive Branch*," Indianapolis, Ind.

THE
Indiana School Journal.

VOL. V. INDIANAPOLIS, JUNE, 1860. NO. 6.

ON THE SECULAR ACCELERATION OF THE MOON'S
MEAN MOTION.

[The following subject is one which cannot be fully discussed without mathematical formular. We have attempted, however, to give a correct *general view*, both of the phenomenon and its explanation, in common language; — with what success, our readers must determine.]

On account of the sun's disturbing influence, the periodic time of our satellite is not always precisely the same. The *mean* synodic period—that is, the average length of a great number of consecutive revolutions—was determined by Dr. Halley, as accurately as possible, from modern observations alone. But from the eclipses observed by the Chaldean astronomers at Babylon more than seven centuries before the commencement of our era, he was enabled to ascertain the mean motion at that remote epoch; and, on comparing the ancient with the modern observations, the periodic time was found to have diminished. Again, from the works of Albategnius, an Arabian astronomer of the ninth century, it was perceived that at the date of his observations the moon's time of revolutions was *less* than the ancient, but *greater* than the modern period. Halley accordingly inferred that the mean motion had been continually accelerated from the time of the first recorded observations. At the period of the discovery (1693) the longitudes of the points from which the ancient observations had been made were not accurately known: the precise value of the acceleration could not,

therefore, be given. Subsequently, however, the situations of those places were more exactly ascertained, which enabled Dunthorne (1749) not only to verify the *fact* of Halley's discovery, but also to determine the *quantity* by which the lunar period had diminished.

This anomaly was regarded by the scientific world with extraordinary interest. During the long interval between the time of its discovery and that of its physical explanation by Laplace in 1787, it was the subject of much learned and ingenious speculation. Of the numerous hypotheses proposed for its explanation we may instance the following:—

1. That the mass of the sun is gradually diminished by the continual emission of the particles of light. The effect of such a diminution of the attractive force by which the earth is retained in its orbit, would be an increase in the length of the year. This would make the sun's apparent motion in the ecliptic slower; and consequently, the moon would require less time to gain one entire revolution; in other words, the synodic month would be shorter.

2. Another conjecture was that the earth's velocity of rotation had, from some cause, been slightly retarded; in which case, the length of the day would be increased, and hence the moon's period of revolution *apparently* diminished. This hypothesis was at one time regarded with favor by the celebrated Rittenhouse. "We do not certainly know," he remarked, "whether that apparent acceleration of the moon's motion, which Mayer, with other great astronomers, has admitted, ought to be attributed to a real increase of velocity in the moon, or to a diminution of the earth's diurnal motion. If to the former, the destruction of this beautiful and stupendous fabric, may from thence be predicted with more certainty than from any other appearance in nature: But if to the latter, it may be prettily accounted for by Dr. Halley's ingenious hypothesis concerning the change of variation in the magnetic needle. The Doctor supposes the external crust or shell of the earth to contain a nucleus detached from it, and that the impulse which first caused the diurnal motion was given to the external parts, and from thence in time communicated to the internal nucleus, by means of an intervening fluid; but not so as perfectly to equal the velocity of

the superficial parts of the globe. Whence it will follow, that the external shell of the earth is still communicating motion to the internal parts, and losing motion itself proportionately. The diurnal motion must therefore become slower and slower, yet can never be retarded by this cause, beyond certain limits; nor can we conceive that any inconvenience will follow."

3. Others supposed that a resisting medium diminished the moon's centrifugal force, and thus shortened its period. That gravity alone could not account for the phenomenon, was generally admitted.

A thorough investigation of this perplexing and mysterious problem was at length undertaken by the celebrated Laplace. It was well known, (1) that the orbit of the earth is an ellipse, with the sun in one of the foci; (2) that in consequence of the sun's disturbing influence the mean distance and period of the moon are greater than they would be independently of such disturbance; (3) that the solar perturbation is greatest when the earth is nearest the sun, and least when it is most remote; and finally, that any variation in the form of the earth's orbit would affect the amount of the sun's disturbing force, and thus produce a change of *some kind*, in the moon's periodic time. The question, therefore, which presented itself for Laplace's consideration was, *Has* the form of the earth's orbit been actually changing for the last two thousand years?—if so, has the variation been such as to harmonize with the observed shortening of the lunar period, and can it be shown to result as a necessary consequence from the law of universal gravitation? To test this interesting question, the amount of disturbance caused by the principal members of the system was laboriously calculated. The result proved that the eccentricity of the earth's orbit is slowly diminishing; that our planet's perihelion distance is therefore *increasing*, and the disturbance of the moon's motion by the solar attraction, *decreasing*; that this gradual *opening out* of the earth's orbit has been going on for many thousands of years; and, finally, that its rate is such as to account satisfactorily for the acceleration of the moon's mean motion. The great difficulty was therefore resolved, and the Newtonian law of gravitation vindicated.

The rate of variation of the terrestrial orbit is such that—while the major axis remains always the same—the *perihelion distance* increases about $39\frac{1}{2}$ miles every year; in other words, the sun annually approaches that much nearer the center of the ellipse. The orbit at this rate would become a circle in about 40,000 years. This event, however, can never take place. Leverrier has found that the *minimum* eccentricity (one-fifth of the present value,) will be reached in rather less than 24,000 years. Until, therefore, this limit is attained, the acceleration of the moon's mean motion must continue. The changes, however, will then be reversed. The terrestrial orbit will again by slow degrees become more and more elliptical, which must produce, in turn, a *retardation* of the mean motion of our satellite. The period required for the completion of this cycle of changes, though calculable, has not yet been determined. It is measured, however, by thousands of centuries.

D. K.

[From the Educator.]

ANALYSIS:

IS THAT METHOD OF INSTRUCTION COMMONLY TERMED ANALYSIS
THE NATURAL AND TRUE MODE OF ACQUIRING A KNOWLEDGE
OF SCIENCE?

There are persons who maintain that there is an unlimited variety of methods and modes of reasoning, by which we acquire knowledge; but, persons, who, with unbiased intentions, have carefully scrutinized the operations of the mind, in its progress in the acquisition of knowledge, have, in their testimonies, rather inclined to the belief that there is but one way by which we arrive at the true knowledge of any science, that is: by *comparison of ideas*—by comparing things which we understand with things we do not—progressing step by step, until we reach our conclusions—the method pursued by ancient geometers. By such a process we arrive at satisfactory conclusions, and therefore acquire a *real* knowledge of what we thus investigate.

There is a wide difference between knowledge thus acquired, and that mere *formulary* knowledge that many possess, which has been acquired by the perusal of the laborious researches of others. Their conclusions may be strictly true—still, no individual can claim a *real* knowledge of such, whatever it be, unless he is able to follow the author through the different steps of his reasoning—see his comparison of ideas *clearly*, and can comprehend them in all their relations and bearings, fully. For illustration: any boy who has a general knowledge of arithmetic is acquainted with the practical application of the 47th Proposition of the 1st Book of Euclid. He may apply the principle demonstrated in that Proposition, in all its applications, and be fully confident that all his results are strictly true, yet no one would pretend to claim for him any further than a mere formulary knowledge of the truth of the proposition, unless he can follow the reasoning through, step by step, and satisfactory to himself, arrive at the same conclusion. Or to be confirmed in the belief of the accepted truth, that the planetary system moves round the sun, as a common center, does not constitute a *real* knowledge of the fact—it requires more; we must be able to trace the analogy, by which that great truth was demonstrated through all its bearings, and be personally satisfied—not from the mere testimony of those who were well able to demonstrate the truth of their assertions—but, for *ourselves*.

So of all other knowledge: whenever we depend alone upon the mere *conclusion* of the researches of others, without being able to reach that conclusion ourselves, our knowledge in that, is but formulary—*second handed*—can not be called our own, and, as far as it relates to ourselves, can not be called *real* knowledge. The manner of presenting any branch of learning, before the minds of the uninitiated, so that it may be most easily taken hold of by the understanding, is that about which difference of opinion exists.

The strenuous advocates of what is termed, “analysis,” in arithmetic more particularly, indeed, in other branches too—labor, *honestly*, *most energetically*, and talk *enthusiastically* to have their pupils, it matters not how young, measure every step from the beginning, carefully—and understand every principle in all its bearings, “*thoroughly*,” wisely and “*philo-*

sophically," and reason with "*tact*, clearness of *perception* and *logic*!" It is true, the rhetoric is good—it sounds smooth, and beautiful—but practice has long since convinced us that many beautiful toned phrases in rhetoric, will not bear the insinuating scrutiny of logic—no, no, it takes rhetoric, logic and common-sense, all, sometimes, to guide us to the clear, open, delightful road of nature, when we have wandered from her true paths.

Any person with the least *unbiased* consideration, will at once admit, even by observing the operations of his own mind, that there is, naturally and necessarily, *external*, or a general knowledge of any science or art preceeding a *real* knowledge. Previous to a knowledge of particulars, qualities, adaptations and parts, *intrinsically*—we must have an *outline* knowledge. We see this practice beneficially carried out, even by those who have acquired a true knowledge of some of the arts; for illustration: take a landscape painter; he will not first analyze each part as he proceeds, step by step, until he takes in the whole, for he is well aware, however well each part may be performed, it matters not how perfect his "*tact*" in drawing to nature—his drawing will be out of proportion—consequently his picture is a labyrinth of confusion and imperfection—in perfection of parts! But he first takes a general outline sketch—afterwards intelligibly fills in, minutely. In *acquiring* a knowledge of the art of painting, his success does not depend upon his labor to analyze the whole into separate parts or into fanciful minutiae, but rather in the perceptions of the beauties of nature and his mechanical ability to copy—nature is placed before him in its generals. The external is before him, and he learns to handle his *brush*. He learns to sketch generals first, afterwards particulars. He first becomes acquainted with the subject in an initiative, formulary manner—afterwards he becomes gradually prepared to *analyze* and *philosophize* independently. Then he is qualified to exercise "*tact*, clearness of *perception* and *logical reasoning*!" But let him commence to *analyze first*, and he becomes bewildered and is lost amongst the dense fogs of myriads of minutiae. Is this not the real experience of all—in this branch of learning as well as in every other. An *outline* knowledge *first*, preparatory to a *real* knowledge.

Those who have accomplished the laborious journey up the hill of science, are too apt, in their tranquility, and sphere of extended vision, to lose sight of the measured and *natural* steps *they* were compelled to take in their progress to that eminence, and, instead of coming down and gently leading the uninitiated through the same steps, and in nature's own way, *gradually* alluring *up*, until they are placed upon that elevation where alone their own sense of vision, may collect and see for *themselves*, they too often imagine that they should see, as *they*, with all their qualified advantages now see! They imagine that a true, and therefore *critical* knowledge of science can be obtained from the beginning—finished as they proceed! Let such as have *allured* themselves into this belief, carefully scrutinize the fancied knowledge of their pupils and see if all their laborious efforts thus to "*impart knowledge*" has not been a *darkening* counsel by words, without knowledge.

When we have once gained the summit of the hill of science—when our vision can be extended over the landscape of her principles as a whole—then, and then alone, are we prepared properly to synthesize, analyze, philosophize, or "logicize," if you please, upon the whole or with her parts. In order to extend a knowledge of science, make the truth of our investigations clear to ourselves and others, and therefore arrive at satisfactory conclusions, it seems unavoidable and necessary, that we compare idea with idea, step by step—this course can *now* be pursued profitably, for we are *prepared* for it.

When Newton demonstrated the great law which kept the planets in order throughout their orbits, from a single idea as a starting point, obtained from a mere accident—the falling of an apple—he was well prepared to do it.

His extensive knowledge of mathematics, held out before his "clear perception" was well prepared to logically demonstrate such a problem as attractive force (and "analyze" it too). It was but the effort of a profound mathematician in nature's own way (by synthesis) solving a problem. He was prepared for it scientifically, and no one *less* prepared could have accomplished what he did.

To clearly have a glimpse of what formulary beings we

are, before we can arrive at a real knowledge of any branch of learning, let us commence the study of a language not our own; we commence upon formula, we practice by formula, and we progress by formula—all formula and *application* of formula: we must first memorize the formulæ of declensions and conjugations, and that not understandingly, but by rote.

We gradually learn to distinguish case, conjugation, mood, tense, &c., by the use of set formulæ, and it requires long practice and much labor to gain a real knowledge of a language not our own, and there are but few who have anything more than mere formulary knowledge of the "languages." Still, no person will pretend to deny, but that there are those who have by long labored research acquired a real knowledge of them. And the same natural effort is put forth in the acquisition of that knowledge, as required for the attainment of other branches of learning—but the principles being more *involved*, the process of acquisition, at first sight, appears different. All the sciences being founded upon a few general principles, the process of acquiring a knowledge of them is far more easy. The principles being less complicated, I think it not unreasonable to conclude that the proper, natural and most successful way to present any branch of learning before the mind of the uninitiated is, to present the subject first in outline, in its *externals*. Let them first acquire a general knowledge, afterwards a real; a general view first, the philosophy afterwards.

It is not enough for the qualification of teachers, that they can analyze, beautifully, intelligibly and wisely, all the branches of learning they are called upon to teach, (for they must be able to analyze and philosophize, too, in order to prove that they have a true knowledge of what they claim to teach,) but it is essentially necessary for them to consider that they are prepared to analyze. They should carefully consider and remember, however "clear" their perception, what *they* had to do before they were thus prepared, and should be remarkably careful while they are strenuous advocates of popular "analysis," that it be not done at the serious expense of the budding intellects of humanity! Discordant tones in the sublime music of nature, are not easily remedied.

SPECTATOR.

[For the Indiana School Journal.]

CLASSIFICATION OF THE ELEMENTARY SOUNDS OF THE ENGLISH LANGUAGE.

W

BY J. M. ALLEN.

A thorough understanding of the *elements* of any department of Science or Art is always considered necessary before any great proficiency can be arrived at;—is not, then, an understanding of the elements of the *language* we are every day using, desirable and necessary?

The study of the elementary sounds is by no means unimportant or uninteresting: there is a beautiful *correspondence* running through them, *progressive unfoldment*, and maturity of relations, which, to a philosophical mind, cannot but be deeply interesting.

These beauties of the language have too long been unnoticed and unknown, and it is high time that the American people—and especially American educators—should wake up to the importance of the subject.

What would be thought of a man who should set himself up as a watchmaker, without having the names, shapes, positions, *natural relations*, and relative importance, of the different parts which go to make up a watch? He would be accounted a madman or a fool. And yet there are thousands of persons, claiming to be *word-makers*, who have no more idea of their "business," than the "watchmaker" of his! They know not the number of parts in the structure called Language, their shapes, their positions, their mutual relations, nor their relative importance.

I propose to present a classification of the elementary sounds which shall exhibit their mutual relations, their *reciprocal* character, and their *progressiveness*,—features which the usual "charts" fail to reveal.

In human speech there are three classes of sounds:

1. Voice unobstructed.
2. Voice obstructed.
3. Breath obstructed.

No sound can be uttered which does not belong to one of these three classes, (except the pure aspirate "h," which is simply explosive breathing, and which of itself can hardly be called a "sound.")

Those belonging to the 1st class may be called *vocals*.

Those belonging to the 2d class may be called *sub-vocals*.

Those belonging to the 3d class may be called *aspirates*.

Here, then, is a sure criterion by which to judge of the place any given sound should occupy in classification. Is there *voice* in the sound (i. e. a *vibration* in the vocal ligaments of the throat?)

If *yes*, it must be either a *vocal* or a *sub-vocal*. Is it a free, *unobstructed* sound? (*oh*, for instance). If *yes*, it belongs with the *vocals*.

If *no*,—if the voice is *obstructed* in its passage out of the mouth by lips, teeth or tongue, (as for instance "B," *) then it is a *sub-vocal*.

If no voice is heard, (if there is no vibration in the throat) (as, for instance, "P," *) then it must be classed with the *aspirates*.

Having thus determined in which Grand Division each element belongs, we will now *arrange* the elements of each class, and make sub-divisions, following with explanations and remarks.

GENERIC CLASSIFICATION.

1. *Vocals*.

OPEN.	CLOSE.
e as in eel.	ī as in ill.
a as in ale.	ē as in ell.
a ² as in ah.	ā as in at.
a ³ as in hall.	ō as in hot.
e ² as in her.	ū as in hut.
o as in hole.	ō ² as in whole.
oo as in fool.	ū ² as in full.

* Give the *sound* of the letter, not the *name*.

2. Sub-vocals.

Continuous.	{	m	as in	mum.
		n	as in	nun.
		ng	as in	singing.
		l	as in	lull.
		y	as in	yea.
		r	as in	roar.
	{	w	as in	way.
Medial.	{	v	as in	vivid.
		th	as in	thither.
		z	as in	zeal.
	{	z ²	as in	azure.
Abrupt.	{	b	as in	bib.
		d	as in	did.
		j	as in	judge.
	{	g	as in	gig.

3. Aspirates.

wh	as in	when.
f	as in	fife.
th ²	as in	thigh.
s	as in	siss.
sh	as in	shore.
p	as in	pipe.
t	as in	tight.
ch	as in	church.
k	as in	kick.

The vocals are here divided into two classes: Open, (or long,) and close, (or short,)—*each open vocal having a corresponding close.*

I prefer the terms "open" and "close" to long and short, because they seem more expressive of the distinctive character of the two classes. It is true that certain of the vocals are *usually* spoken short, while certain others to which they *correspond* are *usually* spoken long; but it is also true that most of the "long" vocals *may* be spoken as short as the "short" vocals usually are, and still retain their own proper character, and most of the "short" vocals may be *prolonged* without becoming identical with those to which they correspond.

Pronounce the word *ease* several times, passing over the vocal sound more and more quickly each time. It will be perceived that the vocal may be made as short as that in the word *is*, the word still remaining *ease*. Reversing it, let the word *is* be spoken, prolonging the first sound, and it will be seen that the vocal can be made as long as that in "*ease*," the word still remaining *is*. There is, therefore, an *essential organic difference*. The two sounds are not *identical*, (as has been claimed by some,) but they *correspond*. And the same of each pair.

The true distinction between these two sets of sounds would seem to be this: in uttering the "short" sounds there is a sudden tightening of the muscles of the upper part of

the vocal passage—a *constriction*, or “drawing together”—almost a forcing back of the sound into the throat; while in the utterance of the “long” sounds there is a *laxity* of the muscles—no sudden tightening, (even when spoken *short*,) and easy-flowing sounds (usually long) are the result. This, it seems to me, is the real, *essential* difference, rather than length more, and the names given to the two classes should be expressive of this difference.

They are, so to speak, *male and female*, resembling each other, yet different; and as men sometimes take on feminine attributes, yet still remain men, and woman masculine attributes, yet still remain women, so these two classes of sounds may approach without losing their identity as “masculine” and “feminine!”

On this principle of nomenclature, all *half-way* vocals are dispensed with, and a beautiful completeness and regularity is secured.

Let us now pass briefly over the vocals, as given above, commencing with the first pair.

In uttering these two sounds, the mouth is allowed to remain in its natural position (that of breathing through the lips.)

To speak the next two, the lower jaw is dropped a little—that is, the mouth is partially opened.

In giving the third pair, the mouth is wide open.

In producing the fourth pair, the mouth remains wide open, but the *lips* are protruded, brought nearer together, and made to assume an oval shape.

To make the fifth pair, the jaw is raised a little, and the opening of the lips is made somewhat smaller.

Without moving the jaw, the lips now assume a nearly round shape, and the sixth pair are produced.

Lastly, the teeth are brought nearly together, (as at first,) the opening of the lips becomes still smaller, and you have the seventh pair.

The vocals are thus placed *according to the opening of the mouth*. Any two correspondent sounds are the *same* sounds as to the position and shape of the mouth, and *different* as to the tension of the vocal ligaments.

Is there not a philosophical beauty in such an arrangement?

A word in relation to the correspondent sound of *O*. *A* and *O* are really *double* sounds, the former being made up of *ě* and *e*, and the latter of *o*² and *oo*. The two elements, however, are so intimately combined (not *united*, but “chemically combined,”) as to seem like one, and to answer all the practical uses of a single sound.

The sound of *o* in *whole*, is as distinct from *u* in *hull*, as are the vocal sounds of *man* and *men*.

In the mouths of uneducated persons, or careless, the two sounds are sometimes confounded, but they need not be. The people of New England and New York are often accused of saying *cut* for *coat*, *hum* for *home*, &c. This is not true, any more than that the people of Indiana say *shuk* for *shook*, *tuk* for *took*, *thar* and *whar*, for *there* and *where*, &c. These mistakes are indeed made, but it is the uneducated, or the careless, who make them—not the masses—not “the people.”

The close *O* is given all over New England and New York, and it is heard throughout the West, though there seems to be a strong tendency here in the West to give the open *O* instead. The words in which it occurs are mostly, perhaps entirely, of Saxon origin, and are mostly words of one syllable. Another fact: words containing this sound are abundant in the German language. The German “short *O*” is the very same sound we are now considering. It is not probable, therefore, that the Eastern people, in using so persistently this much-abused and misunderstood sound, are simply doing an act of justice to their ancestors? And if so, instead of their pronunciation of such words as *home*, *stone*, *none*, *coat*, *colt*, *whole*, *smoke*, *choke*, *spoke*, (verb) *spoken*, *broken*, *cloak*, *folks*, *throat*, *road*, *toad*, *sol*, (in music) *load*, *rogue*, *comb*, *only*, &c., being a provincialism, it is they who are in the right, and they who do not perceive this distinction—or perceiving it, will not *make* it—who are the real “invaders?”

Certain it is, we have the sound, and its claim upon us is as scientific as is that of *ě*; its place should therefore be allowed it in classification.

The propriety of placing the vocals in *her* and *hut*, as correspondent, seems very obvious. The position of the mouth and lips is the same, and they are therefore “mates.” The

sounds are well illustrated, also, in the words *turn* and *tun*, *burn* and *bun*, *fern* and *fun*, *spurn* and *spun*, *cir-cus*.

Here lives

Mary Glenn's

Aunt Fanny.

Call not

her hut

"old, smoky!"

too soon.

See this

lame, trembling,

starving man!

The sub-vocals and aspirates are arranged in three groups, according to the degree of obstruction: the first seven being easy-flowing, continuous sounds, more nearly approaching to the character of vocals.

The next four seem to occupy a sort of "middle ground." With the last four the obstruction is complete: the passage of the breath is completely shut off, at first, which gives the sounds an abrupt, or explosive character. In *B* the obstruction is at the lips; in *D* at the tip of the tongue (against the upper teeth); in *J* towards the middle of the tongue; in *G* (ay) at the root of the tongue.

The first three of the continuous sub-vocals may be called *nasals*, the sound being sent through the nose.

The next three may be called *trills*, because in their utterance there is a vibration—or "trembling"—of the tongue.

In the utterance of *L*, the tip of the tongue is drawn up to the roof of the mouth, and the sides vibrate. In the utterance of *Y* (ea,) the sides of the tongue, about mid-way of its length, are drawn up, and the tip vibrates. In the utterance of *R* (ay) the sides of the tongue, near the extremity, are drawn up, and the tip vibrates. The last three of this group may be called *ambiguous*, from their "double" character.

Y (ea) is obstructed *e*

R (ay) " " *e²*

W (ay) " " *oo*

Bring the tongue into the second position described and try to say *eee*, and you will have the articulated sound, "Y." Put the tongue into the third position, as above, and try to give the vocal sound of *her*, and you will have the sound "R." "W" is like *oo*, only the lips are brought together still more

closely, making the opening smaller, and obstructing the sound as it passes out.

The obstructed sounds, or articulates, may be classed, also, according to the *place* of obstruction.

ORGANIC CLASSIFICATION.

<i>Labials.</i>	{ w wh
	{ b p m
	{ v f
<i>Dentals.</i>	{ th th ²
	{ d t n
	{ z s
<i>Labials.</i>	{ j ch
	{ y r
	{ z ² sh
<i>Gutturals.</i>	{ g k ng

The above classification needs but little explanation. Give the *sounds* (not the names) of the first seven letters, and it will be perceived that they are all made outside of the teeth—receiving their obstruction from the lips;—hence the propriety of the name given them. The next seven receive their obstruction from the teeth, (the tongue assuming three different positions,) and may with propriety be called *Dentals*. The next seven receive their obstruction from the tongue, and may therefore be called *Linguals*. Then there are three sounds formed at the root of the tongue, or top of the throat, which may be called *Gutturals*.

M is put with the labials, because it is at the lips where the obstruction occurs. Put the lips into the *B* position, sound the voice through the nose, and you have *M*.

N is put with the dentals, because it is at the teeth where the obstruction occurs. Put the tongue against the upper teeth (in the *D* position,) send the voice through the nose, and you have *N*.

Ng is put with the gutturals, because the obstruction occurs at the top of the throat. It is made by putting the tongue into the *G* (ay) position, and sending the voice through the nose.

H belongs everywhere “in general,” and nowhere “in particular;” it enters into all the aspirates, and unites willingly with all the vocals—resembling the vocals in being unobstruc-

ted, and the aspirates in being breath; perfectly willing to affiliate with all these, it is that element which gives strength, force, energy, to them all; it breathes the "breath of life" into them—oxygenates them—electrifies them! As, in the material kingdom, the air we breathe is very useful and invigorating, animating us with the life-principle, yet very intangible; so, in the realm of sound, this "most ethereal of all sounds" is yet that which infuses life and strength into the otherwise spiritless structure, and makes it the living, moving, mighty thing we call *Language*.

As the sound of H comes all the way up from the chest, it may be called a *pectoral*.

There remain for consideration the diphthongs. Two vocals,—one open and the other close—which easily unite, and intimately, form what is called a diphthong. It may be a combination of a close vocal and an open or of an open and a close. The *first* part of every diphthong is accented.

In the combination of *close* and *open*, we have the following:

i (long,) which is an intimate union of *ü* and *e*.

ew (u long,) " " " " " *ÿ* and *oo*.

ow " " " " " *a*² spoken short, and *oo*.

These may be called *pure* or *close* diphthongs, the sounds being closely combined. In the combination of open and close, we have the following:

ei, made up of *e* and *ÿ*.

oi, " " *a*² and *ÿ*.

oui, " " *oo* and *ÿ*.

These are less closely combined, and may be called *loose* diphthongs.

Table of Diphthongs.

PURE.	LOOSE.
i as in high.	ei as in Deity.
ew as in hew.	oi as in noise.
ow as in how.	oui as in Louis.

A and O, as has been stated, are really double sounds, but the two parts are still more closely combined than is the case with the "close" diphthongs, and it seems better for various reasons that they should be classed as simple sounds. U

never should have been named "yoo," because the name gives an incorrect idea of its *character*. *Ew* would be the proper name for it—that is, *i-oo*, accenting the "i" and passing quickly to the "oo." The loose diphthongs do not occur so frequently as the pure, but they do occur, and they answer the requirements of a diphthong sufficiently to merit the name; they should therefore be recognized in classification.

The above classifications are simple, easily understood, and, I believe, *scientific*. By such a method of classification, the subject is relieved of all its "dryness," and becomes at once highly interesting.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

Halle, Germany, April 30th, 1860.

MR. EDITOR.—The Orphan House, or Waisen haus, of Halle, is a very complicated affair. I made out its history easily, but when it came to getting an understanding of the relation which one part bears to another, and of its present condition generally, I found myself quite at a loss. By dint, however, of patient and repeated inquiry, sometimes, I am sorry to say, of teachers who seem to know little more of the school than old Jasper, when his day's work was done, did of the "famous victory," and of personal visits, I have succeeded in finding my way through the labyrinth, and congratulate myself on having escaped the dangerous dragon of a Head Inspector, who, though he might not devour or tear in pieces the woman who intrudes herself in his especial premises, would certainly hand her over to the police if she did not retire at the first sound of his voice. A woman has no business in this part of the world with a man's studies or with a boys' school. A proper care for my reputation, therefore, and for my liberty, has confined my personal observations entirely to the girls' department. Nevertheless, I can give, I think, a correct outline of the whole.

The building, or rather the array of buildings, is immense, a village in itself, a village built, as a good old woman I met with last winter in my traveling, said, "entirely by a few groshen and the grace of God." Some of the houses are old, some new and handsome. They extend in a solid body down the sides of the main avenue and enclose it at both extremities. This avenue is very wide and rises gradually from near the center toward the end opposite the entrance. On its highest point stands a bronze figure of Franke the Founder. It is by the celebrated Renck. The Institution consists of nine different schools.

At the *Pedagogium* in which Latin and Greek, French, English, and German, all the natural sciences, particularly Mathematics, History, and Modern Literature, especially Goethe, are taught with extreme care and thoroughness. Dr. Kramer, the Principal, is also inspector of the whole Institution. He is an earnest, severe man, marches on in a straight line and expects others to do the same. Number of pupils, 150; of classes, 3; of teachers, 20.

2d. The Latin school which differs from the *Pedagogium* only in giving more attention to classical studies and less to scientific. The *Pedagogium* and Latin school together form the *Gymnasium*, and furnish students for the University.

The *Pedagogium* is expected to prepare boys for active life, the Latin school for a life of study. Consequently from the former come the men who have estates to manage and who take an active part in political affairs; though what America or what England calls an active part in political affairs, no man takes in this country, and who engage in any sort of public occupation; and from the latter come the professors, the clergymen, and generally the scholars of Germany. The Latin school numbers of pupils, 720; of classes, 12; of teachers, 30.

3rd. The *Real* school, accented on the last syllable. Here as much of natural science is taught as is considered necessary for the higher classes of tradesmen and mechanics, besides a certain amount of Latin, French, and English. The boys from this school never enter the University. They number 450; classes, 12; teachers, 30.

4th. In the People's school, or the common school, the

children of the poorer classes, who are yet able to pay are instructed. They receive a plain German education and leave school early. They number 740; classes, 14; teachers, 30.

5th. The Parallel or Infant school is composed of those who are too young to enter any one of the first three, that is those who are under nine years of age. Boys, 120; classes, ; teachers, 6.

6th. The Free school in which those who are entirely without means are taught. Boys, 320; classes, 6; teachers, 6.

7th. The Girls' High school offers a fine field for declamation on the subject of woman's rights, as the course of instruction is entirely different and very inferior, except in regard to the modern languages, to that of boys in the same rank. All studies that require severe intellectual exertion are omitted, either as being unfit for woman or tending to unfit her for her sphere. As, however, the girls necessarily leave school early, not being able to find anything to do until after they are fourteen or at the most sixteen years old, they can, if they have inclination, time, and money, continue their studies under private teachers. This is very easy as excellent private teachers can be procured at a very slight expense, there being swarms of poor students here, particularly foreigners. Number of girls, 300; classes, 6; teachers, 14.

8th. The Middle school for girls is composed of the daughters of shopkeepers, mechanics, and people who have some, but not much, money to spend on their children's education. The instruction is limited.

9th. The Free school for girls, corresponding to the free school for boys. Number, 300; classes, 4; teachers, 4.

The number of orphans is 230, of boarders who are not orphans, but many of whom are clothed and fed as well as taught by the Institution, is 290. Thus the school proper numbers 3,715.

If we add to the school the chapels of which there are three, the apothecary's shop, the printing office, the book store, and the publishing house, which, besides school books and theological works, issues yearly from 80 to 100,000 Bibles, we have an immense establishment. Then if we reckon the families who live in it, the wash-houses and bakories, we have a no insignificant village.

The administration of affairs is in the hands of what is called a Directorium, formed by the first and second Inspectors and the Chief Justice.

I have no doubt from what I see and hear that the instruction afforded in the Gymnasium is of the very best character. The teachers are men of high education, they stand high in the community, and are devoted to their work. The amount of knowledge they put into the head of a young boy, and the degree to which they develop a child's intellect is astonishing, and, I have heard more than one American say, almost incredible. I know one of the members of this Pedagogium, a boy barely thirteen years old, whose botanical, geological, zoological, ornithological collection would do credit to a student of any age. Every article is numbered and classed, as far as I can judge, with correctness. An American herbarium which I put in his hand the other day, he seized and examined with as much eagerness and care as most American boys would a new gun, or a beautiful story book. I was amused, yet half shocked, one day, to see him fondle and kiss a curious little snake, which he had just received, with eager delight. After lavishing his caresses on the poor crawling creature, he prepared a box for its reception with the closest attention to its comfort. In the night the ungrateful snake died, but not disheartened the boy bottled and labeled it, and the next time I saw him, displayed it with pride, standing among other victims to science. It is true this child, (for with all his knowledge, he is a gentle, timid child,) is an enthusiast in the study of nature, but he is proportionally as well advanced in Latin and Greek, and for his own pleasure has written a translation of a little French natural history, illustrating each chapter with a picture drawn and printed by himself. His acquaintances regard him as an interesting and diligent boy, but no one speaks of him as a genius or as at all remarkable.

The other schools do not seem to me superior to ours, indeed in some respects they are decidedly inferior, but I must defer what else I can say about them to my next. M.

REPORT ON PRIZES—Continued.

Read before the Indiana State Teachers' Association, at Fort Wayne, Aug. 24th, 1859, by O. Phelps.

It is objected that an appeal to "lower motives" prevents a successful appeal to higher ones; that the use of the former weakens the force of the latter. Says the report which we have quoted, "Appealing to conscience under such circumstances is catching birds with chaff after failing to catch them with wheat." Evidently by the comparison there has *already* been a failure; the "catching with chaff" comes *after* the "failing" with "wheat." How then does the former come to be accused of the defeat of the latter?

Prizes are seldom resorted to when there is motive enough without them, and we justify their use where they are *needed*. They are needed after the "failing" of other means.

The report of the N. Y. committee closes with the following remarkable, ultra, and sweeping sentiment of condemnation:

"*Resolved*, That the practice of offering prizes in our schools is wrong in tendency, operating mischievously upon the social, moral, and intellectual nature of those whom it is intended to benefit."

We earnestly demur. The resolution aims an ungenerous and an unjust blow at a large, worthy, highly cultivated, and experienced class of teachers who think differently. Some of the letters published in the N. Y. Report prove this. Several of our eminent schools have the prize system in use in some form and approve it.

A strong, though, for the time being, unsuccessful effort was made to have this severe and despotic resolution of censure adopted and endorsed by the N. Y. S. T. Association. We can hardly characterize this movement to make such an extreme sentiment binding and authoritative as anything else than singularly intolerant *

* We learn that the attempt to pass this was renewed a year after at the N. Y. Association, at Poughkeepsie.

Similar resolutions, although somewhat more temperate in language, were introduced into several County Associations in Indiana, and at length the subject came up in the Indiana State Teachers' Association, Dec. 1858, when a committee was appointed to prepare the present report.

The position taken in this report is, *that each teacher should be left entirely free to act on this subject as circumstances or opinion may direct, without any censure or dictation from those who may hold different views or be differently situated.* We grant that practices or systems may arise within our profession which shall justify and demand reproof. But such practices admit no defense; in their condemnation there is no tyranny, because there is no stifling of conviction, no outrage upon opinions which are capable of unanswerable support. We find it necessary in order to sustain the position we take, to show that prizes do *not* do the harm charged to them, and may do good, and hence do not deserve denunciation. While cherishing views decidedly favorable to the use of prizes under certain circumstances, we are willing to leave the subject as a simple problem of policy to be answered by each one alone, as events may suggest. We firmly believe that their good effects can be secured without their disadvantages. We remark here that we do not use the expression "lower motives" in the sense of bad motives; not in the least.

If prizes were condemned by any association of teachers on the ground of inexpediency merely, there would be much less cause for complaint on the part of those who find occasion for their use.

The passage of any extreme resolution where it savors of injustice and oppression, is calculated to drive from our Teachers' Associations all who cannot concur. We hope, therefore, that we shall not be charged with departing from the fairness due to the report of a committee, while we further continue the defense of the prize system.

The report of Mr. Cavert is the most able and the most bitter of anything which we have seen in accusation, and we therefore pay particular attention to it.

It is objected that when an appeal is made to any "lower motive" to induce the student to pursue the *same course* of action as a higher motive would incite, the former neutral-

izes the latter, or at least reduces it to an inferior place, and weakens its power; but is not itself neutralized in the least! This is somewhat singular. What is the philosophy of this, Mr. Cavert? We need on this point another of your felicitous illustrations. In the absence of one, however, we shall be obliged to use an old and very homely one:

A student of one of our higher schools lost his health. As prizes were conscientiously forbidden, no premium could be offered for physical development or muscular training. No stimulant remained to induce him to excel in gymnastic feats and to acquire bodily vigor, but the single, the sublime, the "higher motive" of possessing health to fit him for usefulness. Unhappy man! this grand motive was not enough. His physical lassitude continued to increase. Even sport could hardly be indulged in, for the institution is a parochial one, and the young man is fitting himself for the long robes; perhaps it would be undignified, and unclerical, to *play* very vigorously and wildly. Besides, his exercise must be *solely* prompted by the "higher motive." Any "lower motive" like love of sport would destroy all the good, and would weaken his appreciation of the value of health; it would debase his whole character, and lead him to act through life from low and sordid impulses! Poor man! it is better he should die, than recover through the stimulant or inspiration of any "lower motives." The unfortunate student has been advised to take exercise in the open air. The counsel is judicious. He obeys; and every morning he is seen taking his stately and measured step along the quiet walks. But dyspepsy will not thus be cheated of its prey, and the decline goes on.

More exercise is recommended. He seeks it. With languid air he pursues his walk one mile into the country; but his mind is not aroused from its abstraction; the energies have not been stimulated; he returns, as he went, unenlivened, gloomy, and distressed. Hypochondria fastens upon him, and the lungs lose their vigor from day to day. His step is slower, less elastic, more mechanical, and weakness claims him as its own. The "higher motive" has had another "failing."

But let us change the circumstances. When our hero is almost discouraged, suddenly an arrangement is made by which his trips to the country become a source of handsome pecuniary gain. Amusement and good cheer are added. Every motive is appealed to which can excite, invigorate, awaken, interest; and no hair-brain theories are any longer permitted to interfere.

The young man delights to think that he is accomplishing two purposes at once. He becomes more animated, his step grows more vigorous, his eye kindles with new interest, the blood courses through his veins with new force and rapidity, in cheerful response to the increased incitements given to both body and spirit. His pains depart, or are forgotten, indigestion ceases, hope smiles upon him, the glow of youth returns. He exults in the attainment of his darling object, sweet health, at the same time that he has been adding to his purse, to his social joys, to his troop of friends. "Lower motives" have aided in winning another victory; and the student is spared to pursue his career of usefulness quite as uncontaminated, with full as large a share of common sense, with a heart quite as warm and generous, with a will for the right quite as resistless, as if he had not been stimulated by pecuniary gain, or by other objects far inferior to the priceless one which he most anxiously, yet, perhaps, almost despairingly sought. The "lower motives" were simply auxiliary to the higher; they gave greater zest to every effort. These various incentives afforded mutual strength and cheer, as two toilers in the field of humanity can each accomplish more from the increased alacrity of their efforts than if left to labor alone. Ah, Mr. Cavert, this may be an awkward illustration of the effect of introducing a "lower motive" upon the "failing" of a "higher" one, but aside from its inelegance will it not do? It, indeed, may not suit your purpose, nor do we quite see that it proves what you would have it; for while a "lower motive" has been freely appealed to, the "higher" has *not* been "degraded," has *not* been "kept in the back ground," "duty" has *not* been "ignored," nor was the "money presented as the highest motive for exertion." Yet all of these results you affirm must follow when these motives are thus blended. We think the illustration

true to nature. If so, it disproves your assertion. Sometimes, at least, a "higher motive" may fail, and a "lower" one may be added without detracting in the smallest degree from the influence, value, prominence, or success of the former. We, too, would have lower motives powerless when they *conflict* with higher ones, but not when they are in harmony with them, and aid in producing a common result.

(*To be continued.*)

HARMONIOUS TRAINING.

Extract from the Report of W. H. WELLS, Superintendent of Public Schools in the City of Chicago.

"By referring to the recent school reports of other cities, it will be seen that nearly all of them dwell particularly upon the importance of connecting physical education with common school instruction; and it must be confessed that this subject has for many years received more attention in school reports than in schools.

"Notwithstanding philanthropists have long since discovered that there is no necessary connection between a high degree of mental cultivation and an enfeebled physical constitution, these two conditions are still found associated together to an alarming extent, in nearly all the higher classes of both public and private schools. Frequent and vigorous physical exercise should be introduced in the Grammar Schools as well as in the Primary; the lessons assigned should in all cases be of reasonable length; and both parents and teachers should insist that pupils devote a suitable amount of time each day to bodily exercise, and entire rest from mental labor.

"No struggle for admission to the High School, or for the acquisition of a medal, no spirit of ambition or emulation, should ever be allowed to interfere with the care and training required to secure a healthy development of the body,

upon which the mind itself is dependent in so great a degree for its own power of action."

REMARKS.—We approve of all Mr. Wells says in the above. We also would object to any one-sided development, or to the stimulating of some powers at the sacrifice of others quite as important. But wherever there is indifference, there should be an increase of motive. If this indifference manifests itself in a school in relation to *physical training*, and medals will arouse the desirable interest, then we should certainly approve of the offering of rewards for this purpose. Let us bring power enough into the field to accomplish any worthy object, and not spend years lamenting an evil which a man of energy could remedy in a single term. The metaphysical nonsense in which many indulge, who claim to have the good of the young at heart, results in the martyrdom of thousands, either to ignorance and vice on the one hand, or a total loss of health on the other. The Graded system is itself a powerful stimulant to mental toil, operating as the prize system does; for those who pass a successful examination are promoted to a higher grade. This may be incentive enough; and unless some strong incentive to physical development can be presented, the Graded system may frequently stimulate to too much mental exertion; too much because not proportionate, not harmonious. But where the Graded system is not in use the incentives are far less powerful, and the grand difficulty is to overcome indolence or truancy. Apathy is the arch enemy of education. Yet in graded schools sometimes, the training may commence too early, and be continued too closely, while the physical being is entirely neglected. The true educator should see that the balance is preserved, and that order and harmony prevail in the entire course of school life. We quote the following from the report of Mr. Haven, President of the Chicago Board of Education:

"The question has been agitated to some extent, whether the evils of admitting children to the forcing process of our classified and graded public schools, at the tender age of five years, is counterbalanced by the advantages gained by

this early admission. Our school rooms have become forcing houses for young minds, with all the modern appliances of improved school books, pictures, slates and blackboards, with teachers fresh from our Normal schools, ready and willing, and sure to teach these little ones in an incredibly short space of time, the names, sounds and combinations of the letters of the language, together with a variety of other things too numerous to mention: all this requiring the highest exercise of memory, comparison and reflection, far too severe for minds so young to grapple with. The result of such training is, too often, a prodigy in intellectual attainments, in baby-hood; one fitted for college honors or for business in early childhood, but in early manhood, too often an enfeebled mind in a worn out and wasted body. Children, at the tender age of five years, can not with impunity be subjected to the discipline of our public schools. The necessary confinement of a well-regulated school room, will in too many instances, engender deformities and diseases, to be carried through a life of sorrow and of suffering. Girls suffer more in this respect than boys; they have less out-door exercise; they are less prone to disobey the teacher and to obey nature. The customs of society sanctions a greater variety and more vigorous exercise for the boys than for the girls, while that same custom gives far too little and too gentle for either.

"A change must be brought about or a nation of dwarfs and invalids will be the result. These remarks do not apply so much to the country as they do to the cities and towns where the schools are kept up during the greater part of the year."

We discover the plain admission in the above extract, that want of sufficient physical exercise is the chief enemy to our children, and that the want of it deprives them of the ability to bear the mental labor they have to perform, taken in connection with the fact that they commence too early. The conclusion must be then, that the evil is simply a want of harmonious development. There is in such cases inducement enough for brain work, probably, but not enough for physical. If the latter were better attended to, more of the former could be triumphantly endured. The fault is not over stimulation, but a sad want of fit proportion and harmony

in the culture and development of the whole being. In corroboration of this we give an extract from the report of Mr. Chas. A. Dupee, Principal of the Chicago High School:

"During the year, the boys of the school erected, at their own expense, a gymnasium, at the cost of upward of \$100. Very beneficial results were soon apparent in the increased health and vigor of the boys, and in their appreciation of the utility of regular and appropriate exercise. The gymnasium was, of necessity, erected in the open air, and can not be used except during the warm months. No facilities for physical exercise for girls yet exist. Our public schools provide, with commendable efficiency, for the development of intellect, and with considerable and increasing success for a suitable cultivation of the moral nature, but physical education is almost entirely neglected, and is left to accident, and to occasional theoretical instruction in Hygiene. There seems no inherent propriety in developing the moral and intellectual in children, and neglecting the cultivation of the physical, unless upon the assumption that the latter may safely be left to the care of parents, and is likely to be provided for without special attention. Experience shows that such an assumption is fallacious. The nervous, debilitated constitutions of our citizens are becoming national characteristics. No one can enter our public school rooms without being painfully impressed by the sight of the bent forms and the feeble and prematurely aged appearance of the children.

These results are often *attributed* to excessive study, and may occasionally result, *indirectly*, from that cause. It seems to me the evil can be removed only by establishing in our schools suitable instruction and opportunity for the development of the physical nature of the children."

This brings us to a point where we wish to quote again from the report of Mr. Wells.

"**OVER-WORK.**—The course of study originally prescribed for the High School, was found, on trial, to task many of the pupils beyond their strength, and it has already been modified in some degree, to remove this objection. It is important that measures should be taken to give the pupils still further relief; but I trust it will not be by reducing the number of studies or lowering the standard of scholarship.

It would, in my opinion, be far better to extend the time required for completing a full course. The highest standard of requirement in all the classes should be attainable by pupils of average capacity, without the necessity of studying during hours required for exercise and relaxation.

But in attempting to remove this evil we should remember that there is danger of falling into the opposite extreme.

If pupils are tasked beyond their strength, the institution is justly chargeable with blame. But if the standard is dropped so low that it fails to stimulate the scholars to habits of thoroughness and self-reliance, then is the school itself a failure, and the community would so regard it."

"**MENTAL DISCIPLINE.**"—The highest and most important object of intellectual education, is *mental discipline*, or the power of using the mind to the best advantage. The price of this discipline is *effort*. No scholar ever yet made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed. We are not to look for any new discovery or invention that shall supersede the necessity for mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us and not a blessing. We must have the discipline of *acquiring* knowledge in the manner established by the author of our being, and without this discipline our intellectual stores would be worse than useless."

We next quote from a report made by John D. Philbrick, Superintendent of the Public Schools of Boston, Mass.

"I wish to enter my protest against the false and pernicious notion that children and youth must never be required to do anything hard. The truth is that unless they are trained to do hard things, to grapple with difficulties, and conquer them, they are never likely to come to anything. What wise man ever looked back with regrets upon the trials and hardships of his youth? Battles make soldiers. The child that has always been dandled in the lap of luxury and indulgence, when forced into the battle of life finds himself helpless and miserable. But those who would break down our system of public education, the best system that

the world ever saw, would have our schools turned into places of amusement and recreation. No one goes before me in desiring to see our schools made places of pleasant resort, adorned within and without with objects pleasing to the eye and gratifying to the taste, and supplied with teachers full of all kindness and love and humanity. But then to accomplish the objects of education, they must be places of strenuous exertion and patient toil. Everything is purchased at a price. There is only one road to intellectual eminence and power, and that is the path of hard work.

"Notwithstanding the dreams of the visionary, we shall never find a royal road to the high prize of a good education. But all necessary and desirable intellectual attainments may be secured by proper teaching and guidance, without sacrificing either physical vigor or moral excellence. To reach this result, home training as well as school instruction, should be conducted with wisdom and skill. Let it be impressed upon the mind of every parent and teacher, that the child has a body to be developed into vigor or muscle, beauty of form and gracefulness of motion, as well as a mind to be cultivated and stored with knowledge. Let it not be imagined that we have attained perfection in education. The public school system, opening the door of the school house to every child, has indeed achieved wonders. It is the most powerful of all human instrumentalities for the promotion of civilization. But it is susceptible of much higher excellence than has yet been reached. The first step was necessarily intellectual education. Physical came next, and then moral. This is the historical order of development. We have educated the intellect. But it is now beginning to be seen that body with mind is necessary to produce high ability. Then it will appear that ability will not produce happiness and enable its possessor to fulfill the ends of his being unless governed by the moral sentiments, and the development of these requires moral education. This is the order in which in the course of time, systems are perfected. But practically, in the education of the child, all these departments of education should be carried along together. This is the natural method. When nature forms a flower she forms the rudiments of all the parts at the same time. This is the model for the educator. While the intellect is in training the conscience and body must not be neglected."

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM No. 177.—By W. A. NICHOLS.

There are two metallic cones whose altitudes are 16 and 20 inches, and the diameters of whose bases are 8 and 10 inches respectively. How many cubic inches must be cut from the base of the one and moulded on that of the other, that they may have a common altitude?

PROBLEM No. 178.—By T. COGGESHALL.

How many feet, board measure, are contained in a piece of timber measuring at one end 2 inches square, at the other, 3 inches by $3\frac{1}{2}$ inches, the length being twelve feet?

PROBLEM No. 179.—FROM THE CANADA ALMANAC, 1859.

Find an equation which has for one of its roots the number 3 together with the continued fraction having for denominators 2, 1, 4, 2, 3, 4, 2, 3, &c.?

PROBLEM No. 180.—COMMUNICATED BY S.

If $\text{tang. } \frac{1}{2}E = \text{tang. } \frac{1}{2}v$, $\tan. (45^\circ - \frac{1}{2}x)$, show that

$$\frac{dE}{\sin E} = \frac{dv}{\sin v} - \frac{dx}{\cos x}.$$

PROBLEM NO. 181.—By G. W. HOUGH.

In a triangle whose sides are a , b , and c , to determine the point where the sum of the cubes of the three perpendiculars drawn to the sides shall be equal to the area.

PROBLEM NO. 182.—By ISAAC H. TURRELL.

Given $\left\{ \begin{array}{l} 4x^4 - 13y - 2\sqrt{y} = -52 \\ 3x^2 + y(4y+1) - (11-y-x^2) = 35. \end{array} \right\}$ to find x and y by quadrates.

PROBLEM No. 166.

A man engaged to teach school on the following conditions: He should have \$30 per month if he had only 30 scholars, and \$35 per month if he had 40 scholars. He had 38 scholars. What should he receive per month according to the above conditions?

SOLUTION.—By T. COGGESHALL.

If a man were to receive \$30 per month, having 30 scholars, he would receive \$1 per month for each scholar; but if he were to receive \$35 per month, having 40 scholars, he would receive $87\frac{1}{2}$ cents per month for each; being $12\frac{1}{2}$ cts. difference. Hence the price per month per scholar will decrease, arithmetically, $1\frac{1}{4}$ cents on each additional scholar, making the price for 38 scholars \$34.20 per month.

[STEVENS says he should receive \$34 per month.]

PROBLEM No. 169.

Given the sides about the vertical angle of a plane triangle, and the line bisecting that angle and terminating in the base, to construct the triangle.

SOLUTION.—By J. STAFF.

Upon a straight line AC let AB equal one of the given sides, and BC the other. Upon AC describe a semicircle, cutting a perpendicular from B at D. Join AD and CD, and upon D describe a semicircle, from B to E in its circumference draw BE—the given bisecting line, and join ED. From upon BD the perpendicular lay off BF=ED. Draw FG=FH parallel with AD and CD respectively and terminating on AC. Then will GH be the base required.

Because ADC is a right angle $BD^2=AB.BC$ and $FB^2=BG.BH$.

And $BE^2+BF.BH (=FB^2=ED^2) =AB.BC (=BD^2)$.
Enc. BVI. Prop. B.

[This problem was also solved by JAMES COLEGROVE, I. H. TURRELL and M. C. STEVENS.]

Editorial Miscellany.

Mr. Rugg, State Superintendent, says the official reports show the whole number of children in the State between the ages of five and twenty-one years enumerated, to be 495,019. This is an increase over the number represented last year of 15,702. From the data thus obtained the distribution share per child thus enumerated is limited to \$1.10. The apportionment of this sum per child gives in the aggregate \$544,520.20. To this sum is added \$460 to correct errors in Dearborn and Hamilton counties last year, making in all the sum \$544,980.90 now apportioned to the several counties of the State, being an *increase over the apportionment of last year of 40 cents per child* and an aggregate increase of \$209,244.80.

This is a great disappointment, and should arouse all friends of education throughout the State to the absolute necessity of an additional tax for school purposes.

HENRY CO. TEACHERS' ASSOCIATION.

SPICELAND, 5th mo., 12th.

The Association met at the specified time. The usual preliminary business was transacted.

The teacher of Grammar being absent, Mr. W. W. Cheshire was appointed for the day. The class went into a considerable discussion in regard to the various methods of teaching Grammar, the state of advancement required before commencing its study, and various other matters connected therewith.

O. White spent some twenty minutes on Orthography and Derivation, after which adjourned till 2 o'clock, and retired to the grove to a picnic dinner, which had been prepared for the occasion: over two hundred persons were present, and all seemed to enjoy the dinner which had been prepared with much care by the Spiceland ladies, to whom great credit is due for thus encouraging the teachers of their county.

AFTERNOON.—Association met at 2 o'clock. Classes were formed in Mental Arithmetic, Elocution, and Algebra.

W. W. Cheshire, chairman of the committee, continued at the last meeting, to confer with the County Examiner of Teachers in regard to having regular times for their examination, reported that they had attended to their appointment, that the Examiner had promised to have regular times for their examination, and to publish the same.

The report was received and the committee discharged.

The Committee on Officers and Teachers reported the following:

President—William Edgerton.

Secretary—Perrinna Stanley.

Teachers—Of Etymology, Oliver White; of Elocution, Ezra Spencer; of Grammar, R. N. John; of Mental Arithmetic, Willie Byres; of Algebra, Martha G. Hunt; of History, Sarah Edgerton; of Intellectual Philosophy, Jeremiah Griffin; of Rhetoric, Mr. Tharp;

Which report was received and the appointments made.

E. Spencer, who was appointed to address the meeting, being absent, was continued till the next.

On motion of W. W. Cheshire, the Association invited Prof. G. W. Hoss, of Indianapolis, to address it at its next meeting.

T. J. Lowe, Narcissa Macy, John F. Polk, Martha D. Teas, and Willie Byres were appointed to take into consideration the propriety of holding, some time during the summer, a County Teachers' Institute, the time and place at which it should be held, &c., and report at the next meeting.

The Secretary was directed by the meeting to send its proceedings to the *School Journal* for publication; and, on motion of Jeremiah Griffin, they were also sent to the *Newcastle Courier*.

Then adjourned to meet at Raysville, the 16th of 6th month.

O. WHITE, *President*.

SARAH EDGEKTON, *Secretary*.

[From the Imperial Dictionary.]

HISTORICAL SKETCH OF THE PRINCIPAL DICTIONARIES

B The principal dictionaries of the English language in use at present, are Johnson's, first published in 1755; Richardson's, commenced in 1826; and that of Webster, of America, first published in England in 1832.

Johnson's dictionary, although it must be regarded as a monument of the ability, labor, and research of its celebrated author, is nevertheless, in some respects, a very defective work.

The etymological part is meager and imperfect, being copied chiefly from Skinner and Junius, a great number of well authenticated words are wanting, and although this defect has been in part supplied by Mason and Todd, the list is still imperfect even in common words, and still more defective from not including terms of science. Johnson's definitions are constructed often without sufficient consideration, and without any systematic plan; and he frequently errs in tracing successive significations of a word. Many of Johnson's definitions, moreover, though

they may have been accurate in his day, have now become erroneous or defective from the changes referred to, that have taken place in our language.

Richardson's dictionary, a work of undoubted merit, may be considered a critical rather than a practical dictionary, and one better adapted to the philological student than the general English reader.

In stead of arranging the words in strict alphabetical order, and explaining each separately in its proper place, as in common dictionaries, Richardson groups the derivatives under their primitives and explains each group, or rather the primitive word in each group, by a short running commentary. Thus the verb *to move*, and eighteen derivatives, as *movable, movement, motion, motive*, &c., are classed and traced together, and an explanation given of the verb while no notice is taken of the distinct meanings of the derivatives, with exception of the word *motive*.

No one can consult Richardson's dictionary to any extent without perceiving the inconvenience of this arrangement. Indeed, for all general purposes, it is to the ordinary reader little better than a sealed book.

In the selection of words admitted as English, Richardson's dictionary is more limited than Johnson's as enlarged by Todd, and scientific and forensic terms are intentionally excluded.

On the other hand, it contains a multitude of obsolete words and antiquated derivatives, many of which are of very questionable utility.

Webster's dictionary, which forms the basis of the present work, is acknowledged both in this country and in America to be not only superior to either of the two former, but to every other dictionary hitherto published. It is more copious in its vocabulary, more correct in its definitions, more comprehensive in its plan, and in the etymological department it stands unrivalled.

The last edition of Todd's Johnson, contains fifty-eight thousand words; Webster increases the number to seventy thousand.

For all practical purposes, the chief value of a dictionary consists in its definitions;—that is, in its giving a clear, accurate, and complete description of all the various shades of meaning which belong, by established usage, to the words of a language. In this department of lexicography, Johnson achieved a great deal, and greatly lightened the labors of his successors, but still he left much to be accomplished. Webster has improved such of Johnson's definitions as were defective, corrected such as were erroneous, and added upward of thirty thousand new definitions, which are distinguished by clearness, terseness, and completeness. In numerous instances, also, he has pointed out the distinctions between words apparently synonymous, so that, to a great extent, his dictionary supplies the place of a book of synonymes. Webster spent thirty years of labor upon his dictionary; of these no fewer than ten were devoted to the etymological department alone, which, for accuracy and completeness, is unequalled.

In tracing the origin of English words, he cites from more than twenty different languages which he studied attentively. Indeed, he is the only lexicographer who has adduced the Eastern as well as the European language in the illustration of the English, and by this means he has thrown much light on the origin and primary signification of many words, and on the affinities between the English and many other languages.

Another important feature of Webster's dictionary is the introduction of the terms of science and art. In this respect it is distinguished from Todd's Johnson, in which thousands of such words are either not inserted, or are explained imperfectly,

Notwithstanding, however, the acknowledged superiority of Webster's dictionary over all others hitherto published, it does not come up to our idea of what a dictionary ought to be, in order fully to meet the wants of the present day. Webster has done much, but he has not done enough. He has omitted many English words and significations in frequent and well authorized use. His list of scientific and technical terms is not sufficiently copious, and in defining or explaining those he has selected, he has not always consulted the best and most accurate authorities. Some of his definitions, likewise, have become inaccurate, owing to the progress and improvements made in the arts and sciences since the time he wrote. There are some other faults of a minor description to be found in Webster, such as wrong accentuations, unwarranted alterations in the orthography of certain words, and instances of false orthoepey.

The Imperial dictionary claims that to Webster's addition of 12,000 words to Todd's Johnson, a further addition has been made in the Imperial of 15,000 terms. But the history of progress did not stop at this point, for Webster's Unabridged, published in the year 1850, was revised and enlarged by Chauncey A. Goodrich, Professor in Yale College. In the preface of this revised edition occurs the following forcible remarks:

"With regard to the insertion of *new words* the editor has felt much hesitation and embarrassment. Several thousands have been added in course of this revision, and the number might have been swelled to many thousands more without the slightest difficulty. There is, at the present day, especially in England, a boldness of innovation on this subject which amounts to absolute licentiousness. A hasty introduction into our dictionaries, of new terms, under such circumstances, is greatly to be deprecated. Our vocabulary is already encumbered with a multitude of words, which have never formed a permanent part of English literature, and it is a serious evil to add to their number. Nothing, on the contrary, is so much needed as a thorough expurgation of our dictionaries in this respect,—the rejection of many thousands of words which may properly find a place in the glossaries of antiquarians, as a curious exhibition of what has been *proposed*, but never *adopted* as a part

of our language, but which, for that reason, can have no claim to stand in a dictionary designed for general use."

It will be seen at once that the revision of Webster's Unabridged by Goodrich, destroys most of the force of the criticism on that work made in the Imperial. Then the Pictorial Edition of Webster adds some good words, and contains 2,300 words synonymised. The London *Times* frankly admits that Webster's is the best dictionary in the English language, and it retains in England its proud superiority over every rival. It must be said, however, that the author of the Imperial dictionary has been remarkably fair and even generous in his remarks upon the great American work. He complains of unwarranted alteration in orthography, and we find *labor* spelled with a *u* as are other words of the same class, which may be a token, perhaps, of the direction the censure would take. John Ogilvie, LL. D., is the author.

Worcester's dictionary contains, it is said, 104,000 words. We present some extracts from a review of Worcester's dictionary which we find in the *New Englander*, a quarterly of 275 pages, published at New Haven, Ct.:

"The publication of an original, comprehensive dictionary of the English language, is no ordinary event. No lexicographer can throw off such a work *sans pede in uno*. The enormous labor of adjusting the almost endless details of orthography, etymology, orthoepey, definitions, illustration, etc., demands a life time, or at least no small portion of a life time, for even a tolerable performance of the task. Johnson's memorable 'seven years' of toil must be regarded as a marvel of expedition, considering the amount of work he accomplished. Abundantly indebted to Bailey as he was, his own dictionary, nevertheless, was essentially an original production, and certainly, for the time devoted to it, a most creditable one. His task, all things considered, was, for that day, well done; so well, that his dictionary became at once the acknowledged standard, and as edited and enlarged by others, held its rank in public estimation for nearly a century, or until supplanted in this country, if not in England, by Webster's.

The great "American Dictionary," like Johnson's was in many important respects an original work, and it involved the labor, not of seven years only, but of a life-time, or, considering the aggregate of associated effort expended upon it, of much more than a life-time. Notwithstanding its American origin, however, its great and obvious merits, particularly as a defining Dictionary, were long since most fully recognized on both sides of the Atlantic. In this country especially it has attained extraordinary circulation and influence.

We have now before us a new competitor for public favor, in the attractive quarto of Dr. Worcester. We say new, for although its author has previously prepared dictionaries of smaller size, which his publishers have sought to put in competition with Webster's, this, nevertheless,

as the grand resultant of its author's lexicographic life-work, must be regarded as the only one that can reasonably claim to take rank with the well known Webster's Unabridged.

That this beautiful volume is a monument of industry and enterprise, on the part of both author and publishers, is obvious at a glance. And that it is on the whole an elaborate, comprehensive and valuable Dictionary of the language—such a one as will meet all the ordinary wants of those who are in the habit of consulting such a work—even a cursory examination is sufficient to show. In respect to external form, type, paper, it leaves little to be desired. As to literary execution and subject matter, it is, in the main, a well digested presentation of existing lexicographic materials, with the addition of many new words and significations, especially of archaic and scientific words, with a more discriminating orthoepic notation than that generally employed, and sundry improvements in miscellaneous details, which add to the convenience and attractiveness of the work. On the whole, it is a Dictionary that will meet with favor, and doubtless some, for one reason or another, will prefer it to Webster's.

But it is by no means an original work, in the sense in which Bailey's, Johnson's and Webster's were original. It makes no great onward stride in lexicography, such as they made, or such as the public were encouraged to expect. "That there should spring up a brisk competition between two rival works, is to be expected. And as a generous rivalry must tend to the improvement of the works themselves, so an honorable competition must tend to increase the sale and circulation of both. There is no occasion for hostility; much less for a war of extermination."

To all this we may add, that Worcester's Dictionary is looked upon in Indiana with very kindly feelings, and is regarded even by those who prefer Webster's, as a great addition to the sources of information. Quite as many we presume will buy it, who own Webster's or who will own it, as who do not own any. Then there are many scholars in our State who are enthusiastic in their preference for Worcester. If as much effort is made in Indiana to sell it, as has been made in Massachusetts, there is a handsome prospect of success.

THE MORNING MIST.

T. W. HIGGINSON.

The mist that like a dim, soft pall was lying,
Mingling the gray sea with the low gray sky,
Floats upward now; the sunny breeze is sighing,
And youth stands pale before his destiny—
O passionate heart of youth!

Each rolling wave with herald voice is crying;
Thou canst delay, but never shun replying.
It calls the living, or it calls thee dying,
Though all the beauty fade before the glare of truth.

Thou wanderest onward 'neath the solemn morning;
It seems like mid-day ere the sun rides high;
The soft mist fades, whose shadowy adorning
Wrapt in a dreamy haze the earth and sky—
The ocean lies before!

Oh! thou art lost if thou discard the warning
To make hot day more fair than fairest dawning,
Till eve look back serenely on the morning,
When youth stood trembling on the ocean-shore.

STUDENT LIFE IN SCOTLAND.

[From an article under this head, in the pages of the *Cornhill* (London) *Magazine*, we take the following extract, as everything connected with education in the Old World is and ought to be of the deepest interest to us teachers in the new.—*Kentucky Educational Monthly*.]

THEIR SOCIETIES.

It is another redeeming point of the system that it does not crush the individuality of the student by too much contact with his fellows; only, as this advantage is so negative that it might be still better secured by not going to the university at all, it would be absurd to make too much of it. Rather let us dwell on whatever social good is to be found in the system. When fifteen hundred young men are congregated together with a common object, they will break up into knots and clusters, and form themselves as they can into something that may pass for society, although it more strongly resembles the town life of young men than what is understood by the student life. It is less as students than as young men with time upon their hands, with no prospect of chapel in the morning, and with no fear of being shut out at night, that these

herd together: and if I were to describe their doings it would be the description of what youths generally are who live in lodgings by themselves—with this only difference, that the talk would be rather argumentative and the anecdotes rather erudite. A certain amount of social intercourse is organized in this way for those who wish it or can afford it; but that species of society which we call public life is scarcely possible save in debating clubs. These are legion. There are speculative societies, and diagnostic societies, and critical societies, and dialectic societies, and historical societies; and if with these I class innumerable missionary societies and prayer unions, it is because they are all more or less calculated for rhetorical display. It is in these associations, to which a student may belong, or not, just as he pleases, that the public life and the best student life of the Scottish universities are to be found. The society meets weekly, fortnightly, or monthly, as the case may be. An essay is read by some one appointed to do so, and the members of the society criticize it freely. Or a debate is started, the two men who are to lead in the affirmative and negative having previously been named; the members take part in it as they please; the speaker who commenced has the right of reply; the chairman sums up, and the question is put to a vote. Any one who consults a certain quarto volume in the British Museum, devoted to the transactions of the Speculative Society of Edinburgh, will find it recorded, that on the evening on which Lord Lansdowne, then Lord Henry Petty, attained to the dignity of honorary membership, the youthful debaters decreed, by a majority of eleven over eight, that suicide is not justifiable! This was in 1798, when Brougham, Jeffrey, and Walter Scott, were among the leading members; and one would like to have some statistics of the eight who voted suicide to be justifiable. The Archbishop of Dublin, some years ago, wrote a letter to W. Cooke Taylor, in which he criticized very severely the habits of such societies, condemning them in the most emphatic manner, as fostering an absurd spirit of pride and dogmatism in youthful minds. If his views are sound, and if that vote of Speculative Society may be taken as a specimen of the rest, then it must be confessed that the Scottish students are in a very bad way, for they work in these societies more perhaps than the students of any other country. Through the want of society they form societies, and sedulously set themselves to cultivate the great social faculties of speaking and writing. Perhaps Dr. Whately overrates the amount of dogmatism and precipitancy which come of these youthful debates, while he most certainly undervalues the mental stimulus and the advantage of early training in the art of expression. His remarks, moreover, had no special reference to Scotland; and even he would probably admit, that considering the unsatisfied craving of the Scottish under-graduate for student life, these debating societies render an important service which may well cover a multitude of faults.

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THE PHILOSOPHY OF POPULAR EDUCATION.

BY JOHN M. GREGORY,

Superintendent of Public Instruction, Michigan.

Whatever ennobles and elevates man as man, strengthens and enriches the State. It is, therefore, a matter of serious congratulation to every thoughtful citizen, that the School system is efficiently accomplishing to some considerable extent, the great public purposes for which it was organized.

The Education of the people is an object of patriotic and philanthropic regard, always and in any land; but in a government like ours—a government of the people—a government whose constitution is the embodiment of the people's will, whose laws are expressions of the people's sentiments, whose police is the conscience and loyalty of the people, whose soldiers are its common citizens, whose exchequer is the public liberality, and whose national bulwarks are the tried patriotism and public spirit of the people; a government in which the great questions of public policy are argued and settled at the bar of public opinion, and the perils and prosperity of the State are the private cares of the people,—in a government thus thoroughly popular in its forms and forces, the Educational System, by which the minds and hearts of the people are to be informed, and the public sentiment is to be molded, assumes an importance which can never belong to it in a State less popular in its structure. The greatest of our Statesmen, the most thoughtful and wisest of our citizens, have felt most gravely this importance, and have repeatedly and eloquently urged the

truth upon their countrymen, that the perpetuity and safety of our political institutions depend upon the virtue and intelligence of the people. Against the surging tides of party strife, with its blinding appeals to passion and prejudice, against all those insidious tendencies to public and private corruption engendered by the too fervid sunshine of our large liberty itself, we can oppose successfully only the cultivated intellect and hearts of an educated people. Our School houses are the true fortresses of our country. While sound learning and good morals keep guard there, our liberties can never perish. These are the arsenals where are forged and stored that public virtue, and those great national ideas which, in the time of trial, have proved the staunchest supports of the republic, and made our citizen soldiers more than a match for the trained battalions of despotism.

And not its safety alone, but all the great interests of the State are most powerfully prompted by a true education of the people. The security of life and property, the sacred rights of conscience and opinion, the freedom of speech and of the press, of worship and of work, the suppression of vice and crime, and the promotion of the common virtue and well being, public peace and national respect and influence; all these, which constitute the main aims for which governments are instituted among men, rest down for their firmest and final support, upon the educated character and integrity of the people. They can never fail, or be wrested from a people intelligent enough to understand their own rights and duties, and manful enough to maintain them.

Thus do our Schools underlie the very fabric of our government, and, like a nurturing soil, send the vital juices up through all that stately growth of prosperity and power which crowns us as with a coronal of glory, and has made our land the wonder of the nations. They are, by no means, the mere gratuity of the grown up generation to the young, as we sometimes count them, evidencing our national liberality, but not essential to the national life. They are, on the contrary, the very seed-plots of all that varied forth-putting of thought and work which has filled the land with the wealth of its fruitage—the very springs and fountain heads of those broad streams of public enterprise on which the business of

the country has been borne to such magnificent results. It is the powerful play of the millions of minds, trained to action in our Common Schools, that has filled our country with these triumphs of arts, which have blessed every house in the land, and carried the American name, in honor, to all the fields and workshops in Europe.

And the argument for popular education, thus strongly based in these higher considerations of national safety and well being, gathers a more urgent and impressive force from the character of the age in which we live. No former age has ever made such a demand for educated men, or offered such a field for educated labor. Modern arts are pre-eminently scientific. The artisan must be a scholar as well as a laborer. In both agriculture and the mechanic arts, the processes are yearly becoming more and more scientific. Science has been invoked to explain the true nature and active relations of the elements and forces employed and to reveal a more efficient and economical application of them to the uses of life. The farmer no longer follows blindly, as of old, the footsteps of his fathers, as if the light of their experience were the only lamp for his path. He asks of science what are the elements of his soils; what the law of vegetable growth; what the powers of fertilizers; what the true condition of a successful culture. He has learned that "brains are the best manure for his soil."

The mechanic does not now, as formerly, count his trade well learned when he can copy without mistake the motions of the master workman. He studies books as well as models, and asks after the principles which underlie his processes. Analyzing the movements of his art, he cunningly harnesses the powers of machinery to do what his ancestors did by hard hand labor. A cultivated taste suggests continually more graceful and convenient forms for his products; an enlightened economy discovers less expensive or more durable materials, and thus the workmanship of the shops grows at once less costly and more beautiful. The successful mechanic of to-day must have something of the artist's culture, and of the scholar's science. Like the wizard of old he has ventured to summon the giant powers of nature to his aid. Science has taught him the word of command, and he stands

to witness and direct the play of the iron hands and hissing vapor which do the work of a hundred men. He needs more than the wizard's learning to master the spirits he has called into his workshop.

Thus the land is filled with delicate and powerful machinery, requiring educated men for its manufacture and repair, and educated men for its management and control. Processes of the most difficult chemistry are daily wrought in the shops and manufactories, requiring more knowledge for their success than was possessed by the professors of that science twenty years ago.

In commerce, a still more urgent demand has arisen for education in its factors and merchants. The steamship, the railroad, and the electric telegraph, have so enlarged the fields of trade, and extended the relations of commerce, that the most trained and practiced intellects find full employment in managing the combinations and contingences of the great commercial enterprises. The numerous failures in mercantile life are proofs, sad but strong, of the demands which modern trade and commerce make for better educated minds to meet their great problems, and overmaster their difficulties.

And everywhere the demand of the age for educated men becomes more pressing and importunate. Even the pulpit, the bar and the forum, are putting forth the call for a higher style and strength of discipline. Truth must be maintained with a more perfect argumentation, and duty enforced with a more comprehensive and powerful appeal, when error and sin entrench themselves in educated minds, and the passions borrow power from the presence of so many opportunities and incitements to gratification.

The universality of this need and demand for education proves that the benefit will be likewise universal. No home but will be enlightened by the increase of public intelligence; no art but will feel the impulse of the general culture; no branch of business but will be promoted by the enlarged spirit of enterprise; no fortune but will be enhanced in value by the heightened public well being; no citizen but will reap his proportionate good from the increase of social virtue, and the multiplication of educated minds.

I have thus largely stated the argument for popular education, that I might show how broad is the ground of public right and public expediency on which the State has erected its system of public schools, and might also attract a more earnest attention of all good citizens toward a department of the public service on which the real prosperity of the country and of all classes of its people so essentially depends. In the light of this review, it will not only appear how plain and important is the right of the State to undertake the education of its youth, but also how selfish and illogical is the plea of those who claim that education is a mere private interest of parents and their children. The great aggregates of intelligence wrought out by our public schools, can never be shut in by the limits of the family circles where the pupils chance to find their homes through the years of their minority. Childhood and pupilage usually end together. The scholar graduates a citizen. His learning goes to swell the tides of public intelligence. All society shares in whatever of good or evil he brings with him into the common citizenship, and the State that fails to educate the child, may find itself compelled to support or punish the man.

A nation's wealth lies in its ideas. Its real strength is to be measured not by the numbers of human bodies counted in its census, but by the number of thinking souls in its homes. Its great men are a part of its common capital; the State is not only glorified but enriched by their presence. The Schools that gave Washington and Franklin and Webster, Fulton and Morse to the Union, contributed more to its wealth than a hundred banks could have done. He who counts the work of the Schools a private work, and therefore to be supported by private tax of parent or pupil, has not learned the alphabet of the true political economy.

STATE TEACHERS' INSTITUTES.

Under the law providing for Teachers' Institutes, there were held the past year, ten Institutes, at an aggregate expense, as shown by vouchers on file in the office of Public Instruction, of \$1,590. The number of teachers enrolled as attending these Institutes, was twelve hundred and forty-two.

These institutions were attended by large numbers also, of citizens and many young people not designing to teach, and whose names were not therefore enrolled on the record. The evening sessions, which were usually held in churches or public halls, and were devoted to popular lectures on education and science, were thronged with large audiences of people, and often the day sessions were crowded with attentive visitors.

The success of these gatherings cannot but be gratifying to every friend of our educational interests. More than 1,200 teachers have received the benefit of the drills, and have had their hearts warmed and their views ripened by the practical lectures of some of the ablest Educators of the State. Many a School has felt the power of the fresh inspiration caught by its teacher at these Institutes, and a new impulse has been given to thousands of little learners by the novel and interesting plans of teaching borrowed from the Institutes, and carried home to the school-room.

As educational conventions, at which the friends of education assemble, and where the public interests of education are discussed, these Institutes have an additional and most important use. As religion needs its associations and conventions, to keep its great truths and teachings dominant in the public mind, and as politics resorts to its mass meetings to arouse the people to its claims and to get its great issues into a living contract with the nation's heart, so education must have its public meetings and conventions, if it would lift the popular mind to a full and felt comprehension of its mighty and overmastering importance. That enlarged and alive public sentiment which alone can keep in healthful action, the magnificent machinery of our educational system, needs for its cultivation public meetings. The people must be brought together from their separate districts, and be led to look at the real grandeur and extent of those great common interests represented in the Common Schools. For these meetings the Teachers' Institutes furnish valuable facilities, and the experience of the past has fully attested their value in this respect. A new interest has been enkindled in the cause of education whenever a successful Institute has been held.

I cannot permit this opportunity to pass without expressing my thanks to those gentlemen in the various places in which the Institutes were held, by whose influence and efforts, so heartily given, these gatherings were crowned with so much success. Everywhere I met the most generous co-operation and assistance from clergymen, lawyers, physicians and leading citizens, without respect to party or creed, and all seemed desirous of making the occasions of the highest utility to the teachers and to the Schools. It was with no small satisfaction that I observed the total absence of all political jealousies among the gentlemen who in the several communities were acting as leaders in the educational movement.

I should do injustice not to acknowledge the generous hospitality of the several towns in which the Institutes were held. In nearly every case the citizens freely opened their doors, and offered gratuitous entertainment to the large numbers of teachers assembled. Many had their houses filled with these stranger guests during the entire session of ten days. No one can fail to honor and admire such exhibitions of high-hearted generosity, and no community but must be made better and happier by such an exercise of genuine, old-fashioned hospitality.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

Conversation with two German Children—German Education— The Gymnasium.

HALLE, GERMANY, May 15th, 1860.

"Do you go to school, Reinhard?" "No—my mamma teaches me at home. But I am six years old, and after Michaelmas I am to go to school." "Can you read?" "Oh yes, I can read, and I can tell all about Easter. I read about it in the Bible, and mamma explained it. Mamma explains everything to me; she is getting me ready for school." "Let

me see if you know anything about Arithmetic. How many fingers have you?" "Five on one hand and ten on both." "How many eyes?" "Two." "How many eyes has a spider?" "I know, Justus told me, eight; and the big giant Polyphemus had only one; but it was such a big eye that it almost filled his whole forehead. His one eye was bigger, a great deal, than both mine put together." "Who told you about Polyphemus?" "Justus." "And who told you, Justus?" "I learned it at school. Polyphemus was an awful big giant, but Ulysses, who wasn't big at all, made him blind. He took a red pine tree and punched his eye out." "Who was Ulysses?" "King of Ithica." "He was a good, brave man, wasn't he?" "He was brave, but not good, for he often lied." "What was the name of his wife?" "Penelope; and she had a great many suitors," continued Justus, going through the story of Penelope with animation. "She was a very good woman?" "No, for she lied too." And Telemachus?" "Oh yes, I know about him. He wandered everywhere in search of his father. But he lied too," added the child, half laughing. "I think everybody lied in those old times; certainly, everybody that I have read of." "How do you explain that? Respectable people don't lie now-a-days." "Because we know about God now. In those times they knew nothing about the true God, and worshiped idols." "Do you like to study?" The boy hesitated. "At least I like Latin—and—oh yes, I love History." "And Arithmetic?" "Not much, I have to work up such long lines of figures." "And Geography?" "I don't know much about Geography, but I like it." "Where is Rome." "Oh, I know about Rome! It is in Italy, and the preacher who baptized me lives there." "Who is Napoleon?" "Emperor of France." "Is he a good man?" The child opened his round blue eyes, and fixed them on me in amazement. Napoleon a good man!—The American lady was surely laughing at him! "Well, the first Napoleon. He was an excellent man?" "Oh no, no; he was a very, very wicked man. He gave our good King Frederick William III. a good deal of distress, and made the queen Louise, whom everybody else loved, very unhappy. She wrote a letter to him, and he answered the letter. I can show the letter to you when you

come to our house. Louise died shortly after. People think Napoleon broke her heart. When I was in Berlin I saw her grave. Her figure is cut in white marble. It is just as pure and white as snow. It is life size, or larger than life size, and lying down. Oh, I don't know how Napoleon could make her unhappy! But he didn't care for anybody but himself." "Which school are you in, Justus?" "In the Parallel School; Michaelmas I am to enter the Pedagogium."

I give this little conversation, because, childish as it is, it affords a glimpse into two important departments of education, the preparatory department of school and the prior preparatory department of home. I have not seen into many German families, and of course cannot fairly draw general conclusions; but as far as I have had the privilege of observing, the home management of little children is admirable. It is just as possible here as it is in America for a woman to do everything; but here she often sacrifices dress and show to the instruction of her children, and while she looks decidedly old-fashioned, often positively dowdyish, she has the satisfaction of feeling that the less is sacrificed to the greater. She surrounds her children with everything which can give them a desire for study. The books, the playthings, the pictures with which they come in contact, are calculated in some way to draw out the mind, yet without any unnatural restraint or constraint. Indeed nature is the mother's guide. Childhood has no capacity so great as that of wonder, and Hans Andersen, Grimm, The Arabian Nights, he is allowed to take to his heart. Childhood loves beauty, and the taste is gratified and cultivated by the engravings and statuettes on the tables and walls. Childhood loves birds, insects, all life and motion, and before he knows that he is learning he acquires some little knowledge of the animal and vegetable world and the laws of Philosophy. He learns to watch the movements of a spider, the growth of a plant, the boiling of a kettle with philosophical interest. When he is twelve or thirteen years old, he makes a fountain in the garden, just for the fun of the thing; roars and halloos with delight as his glass tube bends with the heat of the spirit lamp, and as he twists it into the shape he wants. Ten to one the fountain wont play, but he can tell you the reason, and if he cared about it could make another that would play!

The woman, who has ordinary sense and ordinary affection, to whatever nation she may belong, almost without an effort on her own part, develops nature in the child which is under her care; but to the teacher the development of nature is a science, and must study it profoundly. And the German teacher does study it, and as it is his nature to go to the bottom of everything he undertakes, he studies it profoundly. He attempts to go on in exactly the course commenced by the mother, perhaps, and probably without recognizing the wisdom of the mother, or recognizing it only as instinct; and guided entirely by a philosophical investigation of the laws of nature, still in the same course; and the preparatory department of school dove-tails with the prior preparatory department of home. One of the first and greatest requirements of school, however, is labor. Exercise promotes, produces growth. From the day a child enters school, an attempt is made to exercise every faculty. The amount of labor required of him is great and continually increasing. His lessons must be prepared out of school, and away from the eye and assistance of the teachers. He is thus thrown on his own resources, and self-reliance and a general strength must be the result. From the conversation with Justus, given above, we see how soon the study of language is commenced. Written exercises are required from the beginning. Indeed the child must write an enormous and an ever increasing quantity of exercises. We see also that Natural History and the History of Nations, are commenced early. Habits of investigation and observation, thus early cultivated, and imagination, memory and judgment. Some of these same faculties, with the addition of a love for and a sense of the beautiful, are also cultivated by drawing and music. Then the habit of attention itself could not be more highly trained than it is by the system of oral instruction. The six hours of school are one continued scene of lecture and recitation, with the exception of five minutes for recreation at the close of each hour.

While all these points are admirable, certain objections may be made to the Gymnasium, and, indeed, to all German schools. First as to Order. They are certainly what we call disorderly. But the German does not acknowledge this as

an objection. When there is no studying, an enforcement of absolute quiet is unnecessary. Second, as to government, it is arbitrary, imperious. The master often orders and punishes in the tone and manner of a slave overseer. Young America would rise in rebellion; the boys of Germany submit with the most docile and respectful demeanor. Third, Elocution and all pertaining to Elocution is neglected. Reading aloud is scarcely thought of at all. There is a reason for this neglect, and perhaps for the imperious government, which lies beyond the schools.

A careless observer, remembering how large a portion of life and labor in English schools is spent in spelling, may say: Spelling is also neglected. I find no spelling books from Dan to Beersheba of this immense establishment, unless you dignify the primers of the Infant School by the name! But a moment's thought will give the assurance that where a language, like the German language, is pronounced exactly according to the sound of the letters, there is no need of committing to memory tormenting volumes of disconnected words. However, the simplicity of the spelling is more than balanced by the complicate construction of the language. An immense amount of time and study is spent upon Grammar. But here the law of compensation holds good, and the boy who masters the German language can grapple with the difficulties of any or every other language under the sun.

An objection may also be made to the variety of exercises, and certainly the same variety could not be allowed in a good American school. But this thing must be taken into consideration. Many, very many of our schools and scholars are fluctuating, changing from place to place, while the earth seems scarcely firmer and more unswerving than the schools here. Whatever is begun is continued through the whole period of school instruction. The commencement of the education of an individual is to a teacher what the commencement of a building is to an architect, who knows that "from corner-stone to turret top" the thing lies in his own hand. He lays a foundation for the whole, and builds steadily on the whole foundation without once changing his plan. Nothing is put up and then pulled down; nothing is finished while something adjoining remains untouched. The Latin, Histo-

ry, Zoology, Philosophy which the child begins, the young man continues; even the middle-aged and the old man often pursue the same course of study.

Whether the course is wise or unwise, the result is, that the German boys in a Gymnasium know more than American boys of the same age; and that they not only have more knowledge, but they are intellectually more developed.

Then, as men, why are they not greater? They *are* more learned. Germany has perhaps a thousand scholars to one that America can boast. But in most other respects it must be acknowledged they are inferior. Nature, whose teachings the German so prides himself in following, intends that the greater part of life shall be a growth, a development; but the German Government is of a different opinion, and when a young man leaves the University, Government, which has hitherto allowed him to remain unmolested in the hands of his teacher, steps forward and puts a stopper on his growth in all but one direction, and Nature, though she struggles, and sometimes struggles turbulently, is in the end vanquished. But she does not quite quit the field; the cherishing, genial mother becomes a malicious enemy; she remains for vengeance, and the one growth in the direction of quiet study which is allowed to the man, she too often turns to deformity. How can it be otherwise, when a healthy inclination to a knowledge of, and an interference in State affairs is smothered; when self-government, when a free expression of opinion is forbidden; when every out-growth of a complete man is lopped off?

REPORT ON PRIZES—*Continued.*

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BY O. PHELPS.

While transcendentalists are wallowing in metaphysical speculations, and having holy horror because some poor boy at school, who was reclaimed from being a vagabond in the streets, has won a book, as a prize from his teacher, our highways and alleys in every considerable town are swarming with ignorant, idle and depraved boys. RESCUE THOSE CHILDREN! Rescue them some way at once. The great volume of human nature is too much a *sealed book* with many. They pursue moral phantoms as the Puritans pursued witches. And we may add, as the Puritans hung Quakers and banished Baptists from distorted and fanatical views of right, and thus retarded their own religious enlightenment and progress for half a century, so those who now seek to advance moral culture in our schools by waging a silly and indiscriminate war upon prizes, seek to destroy in their infatuation one of the most practical and potent instrumentalities for moral and mental and physical culture which can possibly be used. The N. Y. Report claims that evil passions "like weeds everywhere will grow soon enough without special culture." What argument is this? What application has it to the subject? No one would cultivate and encourage evil passions. The advocates of prizes do not. But says the objector, these passions are *exhibited* under the prize system! Yes, we reply, and so are weeds exhibited and brought forth under the sunshine as well.

Yet would it be wise to shut out the sunbeams from the soil? Then how would the wild land be brought to and tamed? How would good plants become vigorous? Soil which left to itself would yield only weeds under the stimulant of the sunshine, can be cultivated to bring forth its luxuriant and perennial harvests of useful grasses and plants. So can the human mind be cultivated to yield virtues instead of vices under powerful stimulants, and hence, the educator

should attend to his duty and not shirk away from the toil or the responsibility. Let the mind act, let it grow, do not dwarf it for fear some evil will appear, but stand by, oh teacher, at thy post, to guide, to regulate, to prune. Put on the motive power and urge to the highest activity, but let the direction be right, let the culture be systematic, let it apply to the mental, moral and physical being alike. Let nothing be neglected. Prizes are simply a power. Nothing more can be made of them and nothing less. All power can be mismanaged, and this one is no exception. There is no greater necessity for error here than elsewhere. The educator who uses them must understand his business. So it is always, in every field of labor.

The Superintendent of Schools, in one of our great cities, remarks in one of his reports: "It is very easy to find fault with anything under the sun. *It takes but little talent to do it.*" We commend the idea to those who quarrel so much about the prize system, and have given us no substitute for half of the cases where prizes would be offered. When they have invented a perfect system, and exhibited its stupendous and benign results, and proved its entire applicability to every possible case, then we shall all be ready to throw up our hats, and cry "live forever!" The objector says, "Let the boy be compared with himself; and let the reward be made for improvement *upon himself*, or not at all."

Now, for once, we are happy to concur. That would be well enough. Let the prize be awarded to the boy who has made the greatest improvement upon himself. If the objector had endorsed this half as cheerfully as we do, there would have been no discussion. This is not difficult to do in any intellectual contest; and if it is somewhat so in a moral one, we shall find the perplexity removed by awarding prizes to all who attain a high standard of excellence; or to any whose per cent. or ratio of moral progress has been satisfactory, as displayed in improved habits or practices. Prizes for this purpose need not be expensive, as they will be valuable, chiefly, for testimonials of self-denial, of moral triumph,—a triumph of the winner over his evil habits. A diploma, a certificate, a report with the grade faithfully entered upon it, a small book with the same entry, or something the skill of

the teacher has prepared, will serve the purpose. The obstacles raised by objectors are fanciful. It is enough to know that prizes are a great power, and that human nature is in harmony with them; that the Author of our being appeals to them, and that teachers who have occasion to use them, and earnestly seek to avoid any injustice can readily succeed.

The requisite analogy is "*not wanting to make the argument good.*"

The objector says the "prize system rewards success, not merit."

This is an error. It does not do so. One might as well say the cars run in the sand, they do not follow the track; because it is possible for them to run off the track and into the sand. Merit may always be the basis, and should be; yet, if mistakes are made, it is no worse than in the mature life to which the competitors hasten. A prize can be given to the one who has made the greatest progress. "A dozen boys studying written Arithmetic are the competitors." Let them be carefully examined in the start, in their acquirements, and note be taken of their proficiency in mental arithmetic also, and in every respect which should bear upon the matter, and there need occur no injustice. The various considerations which are taken into the account in awarding premiums at our State Fairs are frequently quite as complicated as any of these.

The objector urges that "*duty bribed is virtue sold.*" This is not true here, and is not applicable. We might just as well apply it to any transaction in which we receive pay or emolument, and yet one where it is our duty to labor; as, for example, to the physician at the bedside, the teacher in the school, the minister at the altar, the juryman in his seat, the judge on the bench. We are not obliged to pursue abstractions. God has everywhere placed before us motives to do right. And when education shall have clearly proved to every son and daughter of man that the "*paths of virtue*" are alone the "*paths of peace,*" that every violation of moral, mental or physical law brings its penalty of pains, or its loss of felicity, then temptation will lose its fatal power, and dis-inthrallled from its long bondage, the human race will enter at once upon its millennial career.

Our Creator does not confine himself to "that practice which *without previous intimation* bestows upon praiseworthy effort and conduct rewards and commendations;" nor should the educator of youth be compelled to do so to gratify the whim of a few excited and fanatical men. We can more safely follow the example of the Great Teacher. He vouchsafed to promise *in advance* vast rewards and blessings to the worthy; and the instructions of the wise man are all replete with similar teachings. Yet no one objects to the presentation of unexpected rewards. They, too, come to us in mature life, and we would have youth also enjoy the delight they afford, and be encouraged by the lessons they teach. The objector says "Life offers to manhood no prizes under such conditions, that one having gained a prize, another may not gain a like or equally satisfactory one." This is another error. Daniel Webster and Henry Clay both suffered from disappointments in losing a prize where no other one remained, which was "like or equally satisfactory." And nearly every suicide, and thousands of the insane, and multitudes of the despairing and dissipated have had a similar fate, i. e. the loss of a prize where no "like or equally satisfactory" one remained. To learn to meet disappointment bravely, and rouse and renew the effort, is one of the most useful and necessary lessons of youth. Evidently, however, the teacher will seek to do justice. Nor is it harder to succeed in this respect than in any other. The objector has claimed that prizes do not stimulate the majority, and that therefore, they are bad. We answer, it is not necessarily true that prizes fail to stimulate the majority; therefore, the objection falls. *Any evil which is not inseparable from, is not fatal to a system.* Prizes have been offered so as to stimulate the *whole school, and hold them interested to the end.* It is a very easy matter to stimulate the majority and keep them fully aroused. But we will look at the prize system even as deformed in the crucible of its opponents. Suppose, then, that in a school of sixty scholars, twenty-five of the oldest, most gifted, most influential, are greatly stimulated by the prize system. They will be very diligent, very quiet, very obedient. They will give tone to the school. Their example will slowly but certainly mold it over. A little leaven will leaven the whole. The

others will in some degree conform. The power of example is immense. And here the teacher has invoked the controlling power. For by the conditions given in the statement of the objector, the persons who were stimulated were to be the most capable.

We claim that if the majority which remain, the thirty-five, were not stimulated in the least by the hope of a prize, yet they would necessarily be influenced for good by the example of twenty-five of the best scholars always at work, always obedient, always quiet, always on the side of the teacher and of order. That craving and eager mind which could hardly be diverted from its play, or its roguery, may be quietly allured along the pleasant paths of knowledge, until it thrills with delight at the wonders which open upon its vision. Henceforward that mind enters upon a new career of joy and progress.

If the teacher, even by using prizes, can interest the idle, the wayward, the vicious, the tardy, the truant, or any others who have seemed to be nearly inaccessible to ordinary means, and can thus enlist them in the earnest pursuit of knowledge, he is doing well; and need not be alarmed though some fierce Pharisee howl upon his path. It is always wisdom to gain a power on the side of right, and it is also always folly to lose one therefrom.

AIM TO BE A GROWING TEACHER.

There is so much routine work in the teacher's duties, that there is great danger that the effect may be to prevent improvement on the part of teachers themselves. "Practice makes perfect," it is very true; yet a person may practice within a limited circle of duties; and, although he may be perfect in that as far as he goes, still he will make no improvement beyond that circle, no advances beyond his daily routine, and will, of course, never meet the highest demands

of his calling. The teacher must feel the necessity of exertion to secure improvement. He must exhibit an earnestness of purpose in his work, and must labor persistently with this object in view, and with a high standard of excellence before him, toward which his highest aims must be directed. Without a constantly increasing development of his abilities and strength, *as a teacher*, his success is most certainly problematical. The teacher who has been in the school-room ten years, and can teach no better now than he could at the commencement of that time, as is the case with some, has already been in the school ten years too long; and he who is at present satisfied with his attainments and skill in teaching, will be no better as a teacher ten years hence than he is to-day. He will be neither a growing nor a successful teacher.

The teacher ought to improve by the very exercise of his daily duties. *Docendo discimus*, says the Latin proverbs; *by teaching we learn*. And, of all persons, the teacher ought to know the principles upon which it may be verified. A judicious use of the mind increases its power. But it must be done heartily, and with a cheerful temper. At fashionable boarding schools, where young ladies are often required to walk a mile a day, or so, *for the sake of walking*, it is well known such exercise is often injurious instead of beneficial, for the reason that it is frequently done reluctantly, and with spirits depressed at the idea of being compelled to go through with a mere form, in which the mind takes little or no interest. Not so when playful girls trundle their hoops along the streets, or trip across fields and brooks in pursuit of butterflies and flowers. *They* bring back rosy cheeks, and bodies and minds invigorated and refreshed.

So teachers, who have fallen into a humdrum, formal way of going through their duties, must break away from that stereotyped routine, and, with a cheerful, enthusiastic spirit, make their labor one of delight, and they will soon find that, as teachers, they are daily growing. The mind must be constantly on the alert for more light, and new sources of information. Scientific works, teachers' journals, standard works upon education and teaching, and the lives and correspondence of distinguished educators should be read; new text books must be examined, schools visited, and educational

conventions attended, etc. It may be objected by some, that this can be done only at considerable expense of time and money. That is very true, although the expenditure in money need not be large. Furthermore, it will be time and money well invested, and sure to bring in good returns. No teacher who aims at success or usefulness, can really afford to be without these auxiliaries to his own improvement. To neglect them on account of trifling expense, is the very poorest economy that can be practised.

To the permanent teacher, there is but one alternative: To improve the mind, and grow in power, *as a teacher*; or become dull by routine work, and lose power: *to improve or rust.*—*Mass. Teacher.*

NORMAL AND PROFESSIONAL.

BY E. E. WHITE.

There are very many teachers who lay down an educational paper, in which they find no particular reference to their daily school-room duties, unsatisfied and disappointed. No matter how thorough and important the articles, or how fundamental in a system of education the themes discussed, the paper "don't pay" unless it contains something *practical*. Nor is this feeling unnatural or unreasonable. The teacher is engaged in a great work, beset with difficulties. He craves assistance and needs it.

SPELLING.

The impression is quite general that the ability to spell well is *innate* and not acquired. As a consequence of this sentiment, especially among teachers, the importance of spelling as a school exercise is greatly undervalued; the exercise becoming a mere *routine*, dull and profitless.

It is doubtless true that the ability to spell well depends primarily upon close attention and memory. A scholar de-

ficient in either of these particulars, and especially the first, will find it difficult to learn to spell. The habit of observing the exact form of a word, and the precise difference between it and other words, is essential to a good speller. This habit, if not acquirable, can certainly be greatly strengthened, and especially at an *early age*. Otherwise, how can we account for the fact that in schools in which spelling is neglected, very few scholars spell well, but in schools in which children are thoroughly drilled in this exercise, very few spell ill? I have seen the same grade of schools taught by different teachers present a marked contrast in this respect. It is doubtless true that no amount of drill will cause all scholars to spell equally well. There will be a difference in results; but it will be the difference between *good* and *excellent*, instead of *good* and *bad*.

We shall present our ideas of a *drill* in Spelling under a few distinct heads. Most of these suggestions, we have urged upon teachers from time to time and, as a result, witness, almost daily, admirable spelling.

Preparation of Lesson.—After the assignment of the lesson, the first step in a spelling exercise is its thorough preparation on the part of the scholar. It is very important that this duty be well done. It will require careful study and attention. The mere running of the eye over the letters of the different words is not enough. *The words should be copied neatly upon slate or paper.* This is an important matter. It should be done by all grades of scholars and in all elementary schools. The slate should be the constant companion of the Primer and Speller. But, says one, my scholars cannot *write*; how can they copy spelling lessons? With a very little assistance, children will soon learn to print neatly and rapidly. Even in the primary school, a good degree of skill may be acquired. In some schools children are taught at once to write. I see no advantage in this, especially with small scholars. But whether scholars print or write, they need to be instructed. Their first essays must of necessity be very imperfect. Mere practice is not enough. It will, it is true, correct some of their mistakes and cause slow progress. Scholars must be assisted. How can this best be done? *By use of black-board.* Let the teacher take one let-

ter a day, grouping those letters which most resemble each other in shape. Form this letter upon the board, pointing out the *exact order* in which to form its different parts. To secure neatness and effort, require the letter to be repeated five or six times in a line, thus :

a a a a a

a a a a a

&c.

This will make a neat appearance upon the slate, and will give the scholar some idea of arranging words in columns. Two such exercises a day upon the same letter, each exercise containing from ten to fifteen lines, will afford valuable assistance in learning to print. Meanwhile the attempt to print a few words, each day, will greatly increase the scholar's desire to learn.

In printing a letter, all unnecessary marks should be omitted. Reduce the letter to its simplest form. At first only use the small letters.

Instruct young scholars to divide words and syllables by means of a *short hyphen*. Too great a distance between the syllables destroys the *natural* appearance of the word, and, of course, subverts one object of the exercise. Dispense with the separation of words into syllables as soon as scholars are familiar with the same.

The above suggestions in regard to printing upon the slate are equally important in teaching children to *write*. Black-board instruction is almost a necessity.

At first the teacher will meet with difficulties. When, however, these are once overcome, an important aid in teaching spelling will be secured. Nor is this all. Early instruction in writing will be secured.

The writing of the spelling lesson should not supercede study. The lesson must be studied as well as copied.

The Reading of Lesson.—I approve of scholars "reading" spelling lessons, but the words should be read from slate. Without some such check, scholars will form a careless habit in printing or writing. This will secure accuracy. A mistake in copying should be regarded a serious failure. The object of writing the word is to fix its *written form* in the mind. When this is once done, any *deformity* in the word is

at once detected by the eye. It is also in *writing* words, that we reveal our want of skill in spelling. Thus, it happens, that good oral spellers often make sad work with the pen.

In this reading exercise, the words should be properly divided into syllables, and each syllable *correctly pronounced*. But more on this point under the next heading.

Pronouncing Words.—In pronouncing words, do not pitch your voice upon a high key and roar yourself into *bronchitis*. Let your voice be natural. Speak your words distinctly, yet sweetly. The *spelling tone* so common among teachers, and of course imitated by scholars, is an intolerable nuisance, and ought at once to be abated in all our schools. Avoid, also, the *mumbling* of words. Each articulate letter and syllable should be enunciated clearly. This, and not noise, is distinctness.

Two errors in pronouncing words are common among teachers. One consists in giving a wrong *vowel-sound* in unaccented syllables. This is, sometimes, done *humanely* (?) "to keep scholars from missing." The word *summons*, for example, is pronounced, without accent, *sum-mons*; edible, *ed-i-ble*; eat-*a-ble*, &c.

The other error is the opposite of the one named, and consists in *mumbling* unaccented syllables, omitting consonant elements, and reducing all short vowels to an obscure short u or i. It is true that in the unaccented syllables of many words, a, e, i, o, and u, have alike the sound of short u. In other words, however, equally if not more numerous, each of these vowels has its *own* short sound, though obscure. There is a difference in the obscure short sound of these vowels, and the voice ought to mark the same. The word *excellent*, for example, should not be pronounced *ex-sul-unt*; *government*, *guv-ur-munt*, &c. Every word should be pronounced in a spelling exercise *precisely* as the same word would be in *distinct, slow reading*.

Give scholars but one trial on a word. Teach them the importance of thinking before speaking, and the difference between knowing and guessing.

Try to make scholars miss.—The great object of a spelling exercise is to fix the orthography of words in the memory. True, this is done in part by study, but the recitation should

deepen the impressions thus received. The mere fact that a class can spell all the words of a lesson the next minute after closing the book, is no evidence the same can be done in one week, one day, or even in one hour.

The orthography of a word is not properly known until the scholar *knows he is right*. No difference how other scholars spell the word, there should be no doubt in his mind. This certainty in spelling is easily secured in oral spelling by passing words, whether spelled correctly or incorrectly, to other scholars. Let the teacher *strive to mislead the class*. Suppose a class before us.

Teacher. Confer.

Scholar. C-o-n, con—f-e-r, fer—confer.

Teacher. *Next*.

Scholar. C-o-n, con—f-u-r, fur—confur.

Teacher. John, how do *you* spell fer?

John. F-u-r, fur.

Teacher. James, how do you spell fir, a kind of tree?

James. F-i-r, fir.

Teacher. Well, then, how do *you* spell confer?

James. C-o-n, con—f-i-r, fir—confir.

Teacher. *Next*.

Scholar. C-o-n, con—p-h-u-r, phur—conphur.

Teacher. p-h-u-r spells fur in *sulphur*; but can none of you think of another way to spell the last syllable of confer?

Henry. p-h-o-r, phor.

Teacher. We have fer, fir, fur, phur and phor for the last syllable of confer. Which is correct?

Without consuming more space, the nature of this drill must be manifest. The above blunders would not of course occur in a well-drilled class. Still, failures may often be caused. When no member of a class *can be made to fail*, a teacher can truly say, "a good recitation."

Some teacher may say, I have no *time* for such drills. *Take time*. There are but few difficult words in any reasonable lesson. These words should receive attention. The custom of pronouncing *all* the words of a spelling lesson in order, and each word but *once*, is a dull and almost useless routine, and should be avoided. It is a waste of time. Do not complain of a want of time with such habits. Pronounce and repronounce the difficult words. Drill, *drill*, DRILL.

Insist on the Pronunciation of Each Syllable.—It is just as easy to secure the pronunciation of each syllable of a word as half. Habit is almost everything in school training. In spelling a word, each syllable should be pronounced precisely as when the *whole word* is spoken. The remarks already made upon the pronunciation of words by the teacher, apply here. The vowel-sound in unaccented syllables should be correct.

In spelling words ending in *ed*, as *hatched* (*hacht*) for example, the *ed* should not be spelled as a separate syllable. This would give *hatch-ed*, not *hacht*.

I find few classes taught to spell correctly, words, the first syllable of which is a single vowel, as *away*, *afraid*, *again*, *enough*, *iris*, &c. In spelling these words, *neither* syllable is pronounced. Both should be, and it should also be remembered that the sound of *a*, when it forms the first syllable of a word, is not *long*.

The last syllable of such words as *pity*, *lily*, *many*, *shadowy*, &c., is not usually pronounced. In speaking these words, what sound forms the last syllable? This sound (short *i*) should be given in spelling the word.

Sounds of Letters.—Every teacher of reading or spelling ought to be familiar with the elementary sounds. Indeed, it is not possible to teach these branches with accuracy without such information. The ear should be able to analyze a spoken word into its elements, and thus detect the precise error in its utterance. Upon the importance of teaching children these sounds and drilling much upon articulation, I have not time now to dwell.

Short Lessons and Constant Reviews.—Give few new words for a lesson and require *perfection*. Review frequently and persistently. The practice of taking classes through the speller every term is a great mistake. Lesson after lesson of the book is assigned, spelled, left and *forgotten*; just as though to get *ahead* was the great object to be attained. Such a course is futile. The difficult words of the preceding lesson, or lessons, should be pronounced each day. Nor is this enough. The class should not be permitted to advance more than ten lessons without being thoroughly examined upon the same. Require as a condition of advancement, the

spelling at least *ninety-five* per cent. of the words pronounced in the examination. Not more than five per cent. should be missed in oral spelling.

Proceed with the next ten lessons in the same manner. Review these lessons and examine the class on the *twenty* lessons. Then advance over ten new lessons; then review and examine.

Spelling by Writing.—As soon as classes can write with sufficient fluency, the exercises of spelling should be conducted *by writing*. Inasmuch as each scholar will now be obliged to spell all the words pronounced, and this, too, with the pen or pencil, it will afford a more thorough test than oral spelling. Still, oral spelling should not be wholly omitted.

In correcting the spelling of the different scholars *prevent dishonesty*. With great care on the part of the teacher, scholars may be permitted to correct each other's spelling. The words can be spelled by one or by all the scholars in turn. In this exercise, each syllable should be *pronounced* as in oral spelling.

An exclusive use of the Spelling Book for the purposes of spelling is as great a mistake as its non-use. Spelling should be united with the exercise of reading.—*Ohio Educational Monthly*.

[From the New York Teacher.]

LETTER TO A STUDENT.

MY DEAR FRIEND—I discover that you are a thorough and ambitious student, and that you promise to make more than an ordinary scholar. I have become much interested in you on this account, and can not resist the desire to say some things to you, which may, perhaps, accelerate your real progress.

My friend, you are not studying Algebra, Geometry, Astronomy, Languages, Physics and Metaphysics, &c., merely to get the facts contained in the text books. You may never have occasion to make an equation, or demonstrate a proposition after you leave school. You may never put to practical use the principles of the steam engine, nor find it necessary to calculate eclipses; yet, has every lesson been of great service to you. You have derived a benefit of which you are perhaps, unconscious. The benefit to which I refer, is the mental discipline which you have received; the strengthening of the memory; the attention, the reason, and the increased power of the will over all the intellectual faculties. These disciplined powers you may, in future, use in any direction you chose; they will enable you to comprehend principles which you have never found in text books, which are never placed there; they will, perhaps, enable you to search out new truth, and thus to enrich the stores of human knowledge. The facts you are learning are necessary, but the growth of intellect is a hundred fold more valuable. Books and schools serve us when they prepare us to think and act independent of them, and beyond them. Books injure us if we are bound up in them, or restricted by them; they are then fetters when they should be spurs. Schools do us harm when they make us pedantic—when they give us the chaff, which is mere learning, instead of the wheat, which we may plant, and which will yield us a glorious harvest. And, my friend, bear in mind, it is not the wheat even which you are eventually seeking, but it is the result of the sown wheat, the great rich harvest.

The studies which you are now prosecuting, these tedious hours of intense application, of laboring and struggling, and waiting, are doing you the greatest good in making you master of yourself, in preparing you for a truer life, in fitting you to be an earnest and successful worker in new fields.

Do not think, my friend, that you must, even in your school days, pick only those flowers which have been transplanted by others, close by the path you tread. Do not be afraid to leap over these borders, however beautiful they may be, and ramble through the unbroken meadows beyond. Range the hills and penetrate the forests, and you may find rarer flow-

ers than those which have been transplanted to the borders. If there is danger of being lost in the forest, or stuck in the mire, it is no reason you should timidly continue to forever smell of those border flowers. Only keep watch of the sun, and mark your footing, and you are safe. In other words, reason for yourself—speculate. That student is, indeed, a tame and cowardly scholar, who believes that all truth has been discovered, and that all which has been discovered must be truth, or that men of previous generations had any better opportunity of finding truth than he has. If you but keep in your heart, fresh and unblemished, the great desire to know the principles of God's creation, you need not be afraid to speculate. There are, my dear friend, those in the world who would tell you that it is sacrilege to question what the wise and good of other times have said, no matter how absurd their notions may be—sacrilege to reason, at all, upon some subjects. You may find yourself in this way checked in your reasonings in History, Geology and Moral Science, especially. These people should for the same reason pronounce it profane to direct the searching telescope into fathomless space, to seek concealed stars. Can it be wrong to use a God-created principle to discover God's facts? My friend, reason is your telescope. Use it; strengthen its power to bring the most deeply hidden principles within the clear vision of your soul. Scan with it every portion of the firmament of God's universe, and who can say but the glory of new systems and distant nebula may be revealed to your sight?

Everything should be suggestive to you. There is, perhaps, no habit which you may acquire so serviceable and so enobling, as that of endeavoring to trace all things to their sources; to discover a deeper meaning than lies on the surface; to read the purpose of the Creative Intelligence; to see that all before us is the effect of some hidden and glorious cause, and the cause of some approaching effect; and of also endeavoring to read a lesson even from the humblest object. This leads me to say, there are moral lessons, and lessons of poetry, which you may learn from the most unpoetical text books. You have not been endowed with a love for the beautiful and good, and a susceptibility to these influences, for an

idle purpose. If you neglect to foster these, you neglect what is very essential to your happiness, and to your capability of benefitting your fellow-man, and neglecting what will be more powerful in drawing you up to the great source and center of beauty and goodness, than all preaching and reasoning. I should not be afraid (as I discover some people are,) that a friend would become too poetical or too spiritual. There is little danger of becoming too poetical in an age and a country almost wholly absorbed in getting rich,—in an age which reveals not a little grossness in its keen interest in prize fights and fighters.

Almost every study you pursue will open to you gates to a world of beauty. It is small profit if you get merely the facts of such sciences as Botany, Geology and Astronomy. To classify plants scientifically is a much less noble work than to read a great God unmistakably in the exquisitely delicate construction, the unbroken harmony, and the mysterious processes going on silently and unerringly, entirely surpassing man's power to do, or reason to explain. There is more in Geology than measurement of eras; it teaches such lessons of God as lips can not utter; of such a long and patient provision for us apparently trifling creatures; such plannings and waitings through long, long ages; such slow, yet mighty and silent labors—lessons which should rebuke us for our lack of faith, for our impatience and ingratitude. Astronomy, especially, has, aside from its intellectuality, a marvellous moral power; a power to lift us from the gross and the trifling; to take out of us our pride and conceit; to humble us, and yet to exalt. The inconceivable distances, the infinity of space, the eternity of duration, the boundlessness of creation, the all surpassing harmony and goodness, and gentleness and power, which it presents to us, enthrals us and spiritualizes us.

Apparently humbler studies, even the commonly denominated dry study of Grammar, can teach lessons of poetry and true wisdom. If you only learn to parse and analyze sentences accurately, to speak and write grammatically, you fail to find the diamond in the rock. The mysterious and unconventional principles which underlie all language molding and regulating it, are better instructors to the soul than

mere verbal syntax; and then, my friend, when we consider that language is the key which lets us into the wonderful souls of those who have told us what they have grandly lived and thought, and seen in visions, it becomes a fearfully sacred instrument. The consciousness that language is soul—soul represented—invests it with a marvellous beauty and mystery. By thus gaining access to other souls you may profit by all the poetry and philosophy of a world gone by.

But, my dear friend, both in your school days and in future years, carry with you the following beautiful and significant sentiment of an eminent American essayist: "Books are for the scholar's idle times. When he can read God directly, the hour is too precious to be wasted in other men's transcripts of their readings; but when the intervals of darkness come, as come they must, when the sun is hid and the stars withdraw their shining, we repair to the lamps which were kindled by their ray, to guide our steps to the East again, where the dawn is."

I will not pursue this subject further. You will, I doubt not, give it a thought, and carry out these suggestions. I trust, in future years, we shall not see you sitting idly by the ocean, or picking up useless stones, but laden with pearls won by diving, and shells and jewels from foreign shores.

HELEN M. PHILEO.

Boonville, June, 1860.

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM No. 183.—By A.

Three masons are employed in building a wall. The first does 8 cubic feet in 5 days, the second 9 cubic feet in 4 days,

and the third, 10 cubic feet in 6 days. How much time will it take these three masons, when they work together, to build 756 cubic feet of the wall?

PROBLEM No. 184.—BY ISAAC H. TURRELL.

ABCD is a given square. From the angle B, a line BFE is drawn, cutting CD in F, and meeting AD produced, in E; making FE equal to a given line. Find BF by a geometrical construction.

PROBLEM No. 185.—BY ISAAC H. TURRELL.

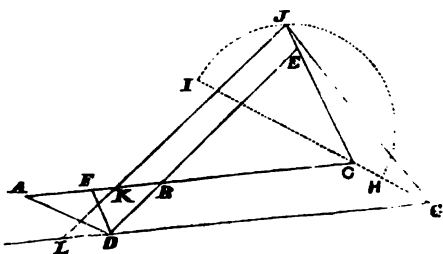
In a plane triangle having given the sum of the two sides, the perpendicular drawn from the angle included by these sides to the base, and also the difference of the segments of the base, to construct the triangle geometrically.

PROBLEM No. 156.

In a plane triangle having given the angle, the difference between the sides containing that angle, and also the difference between one of these sides and the side opposite the given angle, to construct the triangle geometrically.

SOLUTION.—BY J. STAFF.

Draw any two lines as ABC, DBE at the given angle and intersecting at B. Let $BE=BC$; BD the difference between one side and that opposite the given angle, and



FA the difference between those sides, $BF=BD$. Then will AB & BD be the differences between the sides opposite the given angle and the including sides respectively.

Draw CG equal to, and parallel with AD. Join CE and extend to J. Make $GH : HC :: GI : GC :: BE : CE$ and upon HI as a diameter describe the semicircle IJH; draw JKL parallel with EBD, cutting AC and DG in K and L. Then will JLG be the required triangle.

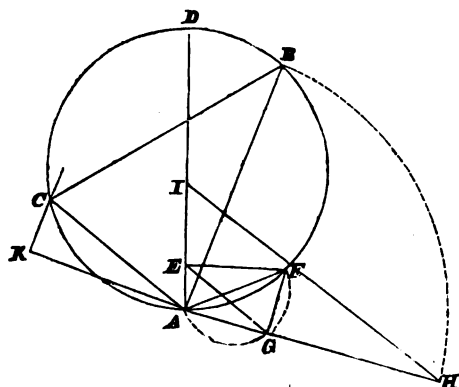
Because $JK : JC$ ($EB : EC$) $:: GJ : JC$ (Euc. B, Prop. F.) therefore $GJ=JK$, but $JK+KL(=BD)$, is one side exceeding in length the side opposite the angle GJ , by the length KL or BD , as given.

If LM be drawn parallel with CG to the line AC , $CM=GL$ and $KM=AB$, or $JG+AB=LG$, and because of parallel lines, the angles CBE and JLG are equal each to the given angle.

PROBLEM No. 167.

To construct a plane triangle geometrically, having given its altitude, and the radii of its inscribed and circumscribed circles.

SOLUTION.—By M. C. STEVENS.



Make AD equal to the diameter of the circumscribing circle, and describe the circle ACD . Take AF = the difference of the perpendicular and the diameter of the inscribed circle. Draw EF perpendicular to AD , and join AF , and on it describe a

semicircle. Take FG = radius of inscribed circle, and join AG . Take AI = diameter of inscribed circle, and draw IH parallel to EG , meeting AG in H . Take $AB=AH$, and on it describe a triangle ABC with the given altitude, then ABC is the triangle required.

The demonstration to this construction is more analytical than synthetical, and hence I omit it. The construction, however, is rigorous.

NOTE—Since the above was prepared for the printers we have received a "more elegant" solution from M. C. S. It will be published if requested.

PROBLEM NO. 170.

$\{ x^3 + 2x\sqrt{-1} + \sqrt{-x} = x^2(2 + \sqrt{-1}) + x^{\frac{3}{2}} \}$ to find x .

SOLUTION.—BY ISAAC H. TURRELL.

By transposing and changing signs

$$x^2\sqrt{-1} - x^3 - 2x\sqrt{-1} + 2x^2 = \sqrt{-x} - x^{\frac{3}{2}}$$

Factoring

$$x^2(\sqrt{-1} - x) - 2x(\sqrt{-1} - x) = x^{\frac{1}{2}}(\sqrt{-1} - x)$$

$$\therefore \sqrt{-1} - x = 0, x = \sqrt{-1}.$$

Cancelling the common factor $(\sqrt{-1} - x)$

$$x^2 - 2x = x^{\frac{1}{2}}$$

Then

$$x^2 - x = x + x^{\frac{1}{2}}$$

Or,

$$x^2 - x + \frac{1}{4} = x + x^{\frac{1}{2}} + \frac{1}{4} \text{ extract square root.}$$

$$x - \frac{1}{4} = \pm (x^{\frac{1}{2}} + \frac{1}{2}).$$

Taking minus sign $x = -x^{\frac{1}{2}}$, or, $x^2 = x$, whence $x = 1$.

If the positive sign be considered,

$$x - x^{\frac{1}{2}} = 1, \text{ which, resolved as a quadratic,}$$

$$\text{Gives } x^{\frac{1}{2}} = \frac{1 \pm \sqrt{5}}{2} \text{ or, } x = \frac{3 \pm \sqrt{5}}{2}$$

ERRATA.—In Problem 180, erase the comma between $\tan. \frac{1}{2}v'$ and $\tan. (45^\circ - \frac{1}{2}x)$, making these quantities factors.

Mr. STAFF's solution of Problem 169 contains, also, some typographical errors.

Editorial Miscellany.

[For the School Journal.]

FRIEND PHELPS: Inclosed I send you an article which I cut some time since from the Cincinnati *Gazette*, and which I would like to see transferred to your columns. You will perceive that the *Gazette* published the article *verbatim et literatim*, as sent; and we trust that you will not mar its characteristic appearance by any corrections of your own. The whole piece is sadly suggestive of that deplorable ignorance prevailing in our commonwealth, and of the contracted, illiberal policy, which

would prefer such a condition of unfortunate, if not disreputable, ignorance to that of a general diffusion of knowledge, especially if it is to be procured at the expense of sordid pelf. If the writer of this disgraceful effusion really felt that the duty of writing was imperatively laid upon him, and that the responsibility could not possibly be shifted, it is to be sincerely regretted that he did not seek some one of our State papers through which to reach the ears of his fellow citizens. A feeling of State pride makes us unwilling to have such a display of benighted heathenism go abroad. There is a strong temptation to wish that all such men could be legally deprived of the elective franchise, for it is not easy to perceive how, with so great a lack of common sense and common information, they can wield it for the good of themselves or of the State at large.

It is "Subscriber," and such men as he, who stand in the way of all efforts to raise the educational standard of our State, and to promote her best interests generally. And armed with the power of the ballot box, with them potent for evil only, they are ever ready to oppose all measure of public good dictated by a liberal policy. They are the men who overawe legislators, many of whom sadly lack the moral courage to boldly stand up, and do all that their consciences tell them ought to be done. They lower the character of our State, depress it in all its departments of reform, and make it "a byword and a hissing" among the sister States of the Confederacy. Were all such men to leave the State immediately, and take with them all their personal effects of every kind, Indiana, so far from losing anything by their removal, would be incomparably richer in all that constitutes her true wealth and greatness.

CENSOR.

FREE SCHOOLS IN INDIANA.

The writer of the following communication, it will be seen, is opposed to the Free School system, for Indiana. We are on the other side of that question. It is right, however, that our friend should be heard, and we therefore print his argument precisely as it was written, remarking as the reader will notice, that he has evidently had but little experience in the educational department of the government. Had it been otherwise, he would probably be an advocate, instead of an opponent, of Free Schools:

FEBRUARY 6th 1860

EDITORS GAZETTE As correspondents to your valuable paper appear to be all quiet just now upon the free school sistem except a colum in your thirty second no which i suppose but am not positive is from the pen of the editor and it is written in such a milk and honey style that flew of the very many that are deaply interested in some prompt measures upon that subject will se at a glance the intent of the writer i think it would

not be asking to much of your honours to give to your readers of the Gazette a piece of my mind upon that subject and i will promis that it will not be nessessarie for the Legislator of Ohio to appoint a set of commissioners at the expence of the people to simplify it so that the meaning of the writer may be ascertained a free school sitem deriving the meanes of support by direct taxation from the inhabitants according to the value of their property without exceptions is a sitem of high way robbery which never had nor never can have the majority of the voters of the state of indiana for its support what i say i am able to prove and even admit that it had a large majority in its favour would that in any way justify the act does might make right if in one case so in all it is right for the midnight assassin to command his fellow to stand and then rifle his pockets because he is the stronger the man who thrusts his hand into his neighbours pocket in broad daylight and takes his hard earned cash there from to pay for the schooling of his own children is a thief and a robber the taking of private property and converting to public use without remuneration is unlawful unreasonable and wicked in the extream and all office seeking dem a goges take refuge behind that well understood phraise to hide their deformity when upon the stump but when we trust the reigns in their fingers it is not so abominable they can compel us to build school houses prepare fuel provide teachers for their own children and that is not all but oblige us to pay twice that amount for the support of a set of lazy profligates to finger and refinger the money of free men of the State of indiana how long will you go to Bead grumbling and swearing and rise up again without resolving, come life or come death this shall no longer be practiced upon us we say let us throw it off this fall we have an opportunity of doing it so come one come all of both and of every political stripe, let us unight in this matter if divided in every other let us break up one fountain of corruption at least the way is easy our representatives are to chose and let us select those that will do our work, and those that will do it with their might the time has come when real estate holders in the State of indiana are reduced to the necessity of renting the lands they formerly exercised ownership over and if we sleep much longer, our lords will drive us from them and place others in our stead now this is no dream but a reality which evry tax payer of this state feels and knows to be such perhape evry one is not so well prepared as i am to marke the progress of the tax sitem for the last 17 years i will give them my information perhapee it may cause some to think it time to wake up in eighteenthundred and foarty three the tax assessed on the same property that i will now give the assessed tax being the same in 43 the tax was \$3.69 cts three dollars and sixty eight cents this year a few cents over one hundred dollars what think you tax payers will be your doome in seventeen yeares more at the same ratio, what is rong, the whole tax sitem is rong from beginning to end and has been practised

upon the people only through their zeal for party warfare nothing else has prevented them from discovering it before this day by a set of unprincipled knaves for their own benefit we do here say without the least fear of successful contradiction, the present taxing system now in operation in Indiana is equally unjust as would be to license every officer to go upon the highway at the hour of midnight and stop every person who travels that, and take from him what he chanced to have valuable about him and a remedy is easy and safe.

a subscriber

A SMALL THING.

Small things are frequently overlooked and neglected from their comparative insignificance. The board, containing an insignificant worm hole, being incorporated in a ship's timbers, made a weak part, that gave way in the time of trial and danger, and the noble bark, with all her freight and precious souls, sunk beneath the remorseless deep. The "letting out of water," small and apparently trifling as it was at first, made an extensive breach in the dam, and carried away, in its resistless course, the mill, and destroyed many an acre of cultivated ground ere its fury was spent.

Little things make up life. Seconds make minutes, minutes hours, hours days, and days compose the sum of man's existence. The earth consists of grains, the ocean of drops.

The man would be regarded as ready for an insane asylum, who would contend that a mountain was nothing, because it was composed of atoms invisible to the senses.

Many a machine of great importance has failed, because of a little unforeseen resistance too trifling to enter the original calculation. And many a noble scheme for human improvement has been rendered useless owing to a few trifling (as they seemed) defects. Though small in themselves they so hindered its operation as to render it useless.

The framers of our school law were wise and far-seeing men. They hoped that instrument would carry with it all the blessings that attend a liberal and far-reaching policy. But how sadly it has failed is a history written in degradation and crime, and distributed far too freely all over our fair State. It can be read in blazing characters by all who run, even, through the streets of our villages, towns and cities. The ragged and almost naked urchins there congregated are being trained in the primary schools of vice. Their progress is rapid; speedily they pass from grade to grade, till the greatest proficient is found in that "high school," which the *benevolent policy* of our government has located at Jeffersonville.

While friction materially aids some of the mechanical powers, it universally retards, and sometimes entirely destroys, benevolent and moral enterprises. One source of friction in the execution of the present school law we shall give a passing notice. We allude to the time of distribution of the school money. This money, small as it is, loses considerable of its efficiency from this source.

It is well known by all who are acquainted with the practical workings of our school system, that the school money is not distributed till the fourth week in May. We refer to the general distribution made to the counties from the Treasurer's office, at Indianapolis. A week or more must elapse before it finds its way into the hands of the Trustees; then the Teacher may receive the pittance offered him as the reward of his services.

He began his school in November or the first of December, and, consequently, closes the last of January or during February. He then made his report, and gave the necessary proof that he had fulfilled his contract. But he must wait till June—*three or four months*—before the Trustee can fulfill his part of the contract, namely, compensate him for his services. Board bills have accumulated, and, unless favored above the ordinary lot of teachers, his clothing bill has also reached some importance, and he must wait to discharge these honest obligations for three months or more; or, as a last resort to meet his difficulty, must have his limited allowance still further diminished by resorting to the brokers. If he waits he can not face his creditors with that confidence he should have from his position. He must skulk away and hide himself for fear of meeting a dun. And the trustee can not feel as well as he could were he to receive the money at an earlier date. Thus both are placed in an embarrassing position.

If the man who earns his bread working by the day receives his money when his day has closed; if the mechanic receives his wages when his work is done, or more usually as it proceeds; if all business is regulated by the principle that whenever a work is done the workman is worthy of his hire, and should not be compelled to wait any length of time, why should the teacher wait five or six months from the time he commences his work and two or three after it is finished for his pay? Is there any justice in this? Is it a good policy? Is it not rather subversive of justice and the interests of education?

How can this be remedied? Change the time of paying taxes; let these all be settled at the usual time of settling business—the close of the year; and let the money be distributed the second, or at the farthest the third, week in January. Then every interest will be provided for; and an awkward and embarrassing situation, to teacher and trustee, avoided.

This plan is feasible; it can be done; it ought to be done. But for this there is legislation necessary. Teachers, you are interested;

see your representatives, and get them interested in this matter. Get up petitions to the next legislature, and, if you don't succeed, it will not be for the want of a good cause.

S. J. KAHLER.

Moore's Hill, May 11th, 1860.

I T E M S.

AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION.—A Joint Meeting of these Associations will be held at Buffalo, N. Y., commencing on Tuesday, the 7th of August next, and continuing through the week.

Lectures will be delivered, and papers presented by the following gentlemen, viz.: Messrs. B. G. Northrop, of Mass.; J. P. Wickersham, of Penn.; D. N. Camp, of Conn.; E. North, of Hamilton College, N. Y.; John Kneeland, of Mass.; Wm. H. Wells, of Illinois; E. L. Youmans, of N. Y.

It is expected that papers will be presented for discussion on the most important themes, pertaining to the several departments of instruction, government, and discipline, from the Primary School to the University.

In view of the character of the gentlemen who are to lecture; the subjects to be presented; the sections of country and departments of Instruction represented; the general interest felt for both Associations throughout the States, and the locality of the place of meeting, (within an hour of Niagara,) it is expected that this will be the largest and most important Educational Meeting ever held in the United States.

The Local Committee, at Buffalo, are making all necessary arrangements for the meeting. The citizens of B. will entertain the ladies gratuitously. A reduction in the charges will be made to those who put up at the hotels.

Persons arriving in B., may receive all necessary information, by calling on the Local Committee, at the Library Rooms of the Young Men's Association.

On some routes of travel, a reduction of fare has been secured. Negotiations are in progress with others, which we hope may be successful.

By order of Committee on publication of Programme.

W. F. PHELPS, President of the A. N. S. A.

J. W. BULKLEY, President of the N. S. A.

Brooklyn, June 13, 1860.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-first Annual Meeting of the American Institute of Instruction will be held in Boston, at the Tremont Temple, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st at 11 o'clock A. M.

The Public Exercises will be as follows: On Tuesday, the 21st at 3 o'clock P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome will be made, after which the following subject will be discussed: *Is it Expedient to make Callisthenics and Gymnastics a part of School Training?*

At 8 o'clock P. M., a Lecture, by C. C. Felton, L.L. D., President of Howard University.

On Wednesday, the 22d, at 9 o'clock A. M., a Discussion. Subject: *Has purely Intellectual Culture a tendency to promote good morals?*

At 11 o'clock A. M., a Lecture, by Prof. E. L. Youmans, of New York city.

At 3½ o'clock P. M., a Lecture, by Prof. James B. Angell, of Brown University.

At 8 o'clock P. M., a Lecture, by Rev. W. Ormiston, of Hamilton, Canada West.

On Thursday, the 23d, at 9 o'clock A. M., a Discussion. Subject: *The Proper Mode of Examining Schools, and of Reporting thereon.*

At 11 o'clock A. M., a Lecture, by M. T. Brown, Esq., Superintendent of Schools in Toledo, Ohio.

At 3½ o'clock P. M., a Lecture, by Rev. A. H. Quint, of Jamaica Plain, Mass.

At 8 o'clock P. M., Addresses by gentlemen representing the several States of the Union.

Ladies attending the meeting will be welcomed to the hospitalities of the citizens of Boston. Those who purpose to be present will greatly oblige the Committee of Reception, and will save themselves some inconvenience, by sending their names, as early as possible, to Mr. B. W. Putnam, Quincy School, Boston. The committee will be found at the Tremont Temple, August 21st, at 9 o'clock A. M.

Arrangements for free return tickets, to be furnished by the Secretary of the Institute, have been made with the following railroads, viz.: Old Colony and Fall River, Boston and Providence, Boston and Worcester, Western, Eastern, Main, Boston and Lowell, Fitchburg, and Vermont and Massachusetts. Additions to this list of roads will doubtless be made, of which due notice will be given.

The preparations for the intellectual and social entertainment of the Institute, at its next meeting, are such as cannot fail to render the occasion one of great pleasure and profit.

D. B. HAGAR, *President.*

B. W. PUTNAM, *Recording Secretary.*
Boston, July, 1860.

The Wayne County Normal Institute, for Wayne Co., Ind., and adjoining counties, will be opened in No. 9 of the Public School Building, in the city of Richmond, Monday, August 13th, 1860, and will continue two

weeks. Prof. Vaughn of Ohio, A. C. Shortridge, L. A. Estis, L. A. Gray, Mathew Charles, John Cooper, Hiram Hadley, and perhaps others will be present as Instructors. Hiram Hadley will give a thorough course of lessons in Spencerian Penmanship. Expenses: Boarding can be had in private families for \$2.50 per week. Tuition for the two weeks, \$2.00.

A. C. SHORTRIDGE, *Superintendent.*

The Henry County Teachers' Institute will be held at Spiceland, Henry county, Ind., commencing July 30th, 1860, and continuing one week. Prof. G. W. Hoss, of Indianapolis, has been employed as Superintendent. Boarding from \$1.50 to \$2.00 per week. For those who go by railroad, it will be most convenient to stop at Coffin's Station.

We have really glorious news to report for Marion Co., but we must defer the account until the next No. of *Journal*.

Those enterprising publishers, Barnes & Burr, of New York, are about publishing a new and splendid work on Philosophy. We do not doubt but that it will support the high character of the works hitherto published by this house. Barnes & Burr never publish any but the choicest of school books, and they are brought out in a style which we have never seen surpassed.

BOOK NOTICES.

Harper's School and Family Series; by MARCIUS WILLSON, *author of various works on History.* See advertisement.

If anything justifies an increase of reading books for schools, the plan of these Readers affords that plea very fully; the third and fourth volumes are on a plan entirely different from any Readers in use in Indiana. We like the plan very much, and cannot doubt but these Readers are well calculated to awaken and sustain a love for substantial and useful reading, and a keen desire to know more and more of the wonders of the great volume of nature which they so successfully open to view. The marked success of the author as a historian, will prepossess thousands in favor of this series, and we think the more the books are examined the better they will be liked, even for the fireside at home.

PERSONAL.

Rev. S. R. Adams, of Moore's Hill, will edit the August No. of the *Journal*.

We had depended on one of the other Associate Editors to bring out the July No., and as he disappointed us, and as we were away in the North West seeking, if it were possible, a restoration to health and

wanted vigor, the No. has been delayed. We know it is wrong, and beg pardon. We hope none of the readers of the *Journal* will ever be so unpleasantly situated.

We have received numerous catalogues of the Academies and Colleges, which will be noticed in the Miscellany of the August No. We wish each institution had favored us with a plate of the building so we could give a wood cut or engraving of each Academy and College in the State. Please do so, and give us also, if you like, a short history of the school.

Merrill & Co., of Indianapolis, have lately removed their book store into a magnificent room of the Glenn's Block. They keep a large stock of school books, law books, and miscellaneous publications of the choicest varieties. See advertisement. Mr. Merrill is the brother of our European correspondent, and is one of the pleasantest of men to trade with.

We call attention to several new pages of advertisements of general interest to teachers.

The Railroads at the capital here give no encouragement to us about half-fare to the National Association, unless we can promise a larger number of passengers than we have any prospect of.

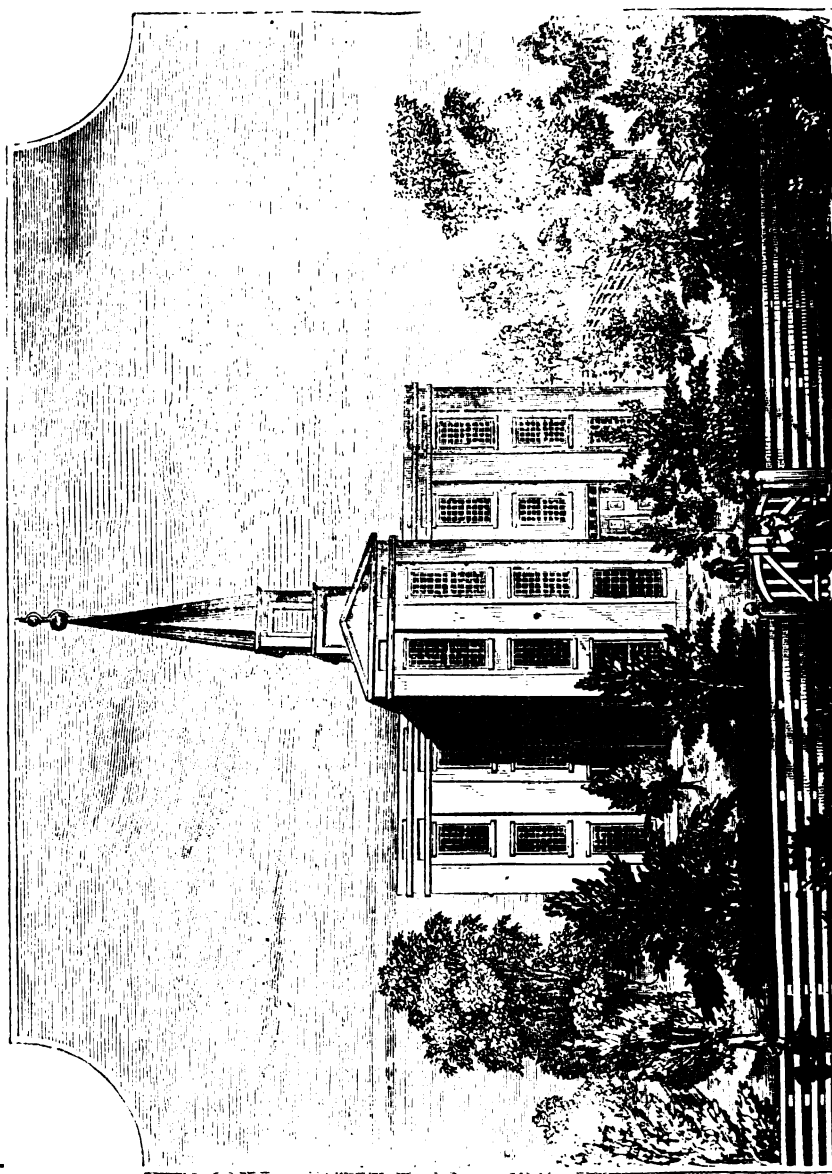
We learn that Prof. L. M. Andrews, of Illinois, who ventured into our State not long since on a visit, has found here "a better half," and wishes to locate permanently as a teacher. Mrs. Andrews is a graduate, and proposes to assist in the school. Any information will be accepted. Address, *School Journal*, Indianapolis.

R. M. Johnson, formerly of Ladoga, also desires a good situation.

Prof. Chauncey A. Goodrich, of New Haven, died on Saturday, March 17th, in the seventieth year of his age. He revised the later editions of Webster's Dictionary.

Peter Parley, S. G. Goodrich, died in New York, on the 9th of May. He was nephew of Prof. C. A. Goodrich. He was widely known as Peter Parley, and under that name he long ago won the affections of multitudes of youth. He was the author or compiler of about one hundred and seventy volumes. The Peter Parley series extended to more than forty volumes, embracing histories, biographies, geographies, travels, stories, and illustrations of the arts and sciences. Of the famous Geography it is said that three million copies have been sold. Mr. Goodrich was for many years engaged in editing various periodicals. Under Filmore's administration he was "consul at Paris." He was sixty-seven years of age.

Rev. Cyrus Pierce died at West Newton, Mass., April 5th. He was first Principal of the first Normal School in America, and the first Female Normal School in the world.



THE
Indiana School Journal.

INDIANAPOLIS, AUGUST, 1860.

VOL. V.

S. R. ADAMS, Editor for this Month.

NO. 8.

MOORE'S HILL COLLEGE.

The engraving on the opposite page is a representation of the College building at Moore's Hill. The Institution is a monument of the energy and enterprise of the citizens of the village and the surrounding neighborhood. It had its origin from necessity. The public school furnished but a limited means of mental discipline; private schools could not be relied upon for regularity or efficiency; hence the conception of a permanent provision for the education of the rising generation.

The first design was to provide for home demands, by the erection of such a building and the employment of such teachers as might be necessary to meet the wants of the immediate community; but, as they commenced the undertaking in earnest, in view of the healthy location and the removal from the great fountains of temptation, their conceptions and plans enlarged and grew, until, in the place of a house costing three thousand dollars, there loomed up the building now seen, costing eighteen or twenty thousand; and instead of a provision for the youth of the neighborhood, and an invitation *limited*, the provision was *general*, and the *invitation universal* to all the youth of the land who might desire to drink from the fountain of truth and knowledge. This enlargement of plan, as well as the original conception, was brought to completion by the *indomitable energy* and *perseverance* of Dr. H. J. Bowers, the liberality of J. C. Moore & Co., and the zeal of Rev. T. G. Beharrell.

After the building was completed it was presented, I think, by Dr. Holliday, the first President of the Board of Trustees, to the South-East Indiana Conference. It was accepted by that Conference, thus becoming, in an important sense, the property of the church, and subject to its direction and oversight. The largest liberality, however, has ever been exercised, both in the election of Trustees and the employment of teachers.

The Institution was chartered in 1854, and was opened for the admission of Students in September, 1856. The annual attendance has varied from 200 to 216. At its fourth anniversary it graduated four ladies and three gentlemen.

THE TEACHER'S REWARD.

Every occupation has its object, every enterprise its design. The accomplishment of that object, the realization of that design, brings to the actor, or designer, a sufficient reward. The object may be simple or complex. The actor may look at a single point in the great landscape of human action and human results, or, like the master painter, he may so minutely investigate every point and every line, and so accurately represent, as to cause to leap forth from the canvass a grand representation of the great original. He may be absorbed with a single feature, or he may, like the renowned sculptor, select the beauties and perfections of *many*, and blend and harmonize them all in one, thus presenting the *ideal model* of beauty and perfection.

This largeness of view and comprehension of vision is peculiarly fitting *him* who assumes the responsible relation of mental and moral instructor. It is *essential* for his encouragement in the midst of his toil of body and of brain. It is *necessary* in order that he be prepared to utter, in *spirit*, and as the true sentiment of his own heart, the language of the painter, "I teach for immortality." Let him then take his *prismatic mind*, and hold it up to the light that falls upon the

future of his professional life, that he may analyze the colors and mark their spectral bounds ; then let him take the prism of the *heart*, and again blend them all in one pure, stainless ray, that may lend its light through time, and shine on, undimmed, to guide the spirit to its *ultimate reward*, its immortal *home*. If the teacher look intently at a single ray the eye will grow weary from want of variety, and the heart falter and faint amid its labors and toils. Gold cannot furnish the needful stimulant ; silver cannot lure on the soul to *noble, manly* action, though it were counted by thousands, for it is *earthly* and *perishable*. In order fully to reward and satisfy, the return must bear some resemblance or analogy to the work performed. As well may we expect the *spirit* that is about to cross the shores of mortality to be satisfied with the *glitter* of earth as the *genuine* teacher's *heart* to rest content, or feel *fully* rewarded by the reception of the nominal price of services rendered. But here the teacher *need* not look, for the average salary is by no means proportionate to the actual physical labor performed. The girl that stands behind the loom, and watches the rolling out of cotton in the form of muslin with which we are clad, receives a greater material compensation than the lady that stands behind the desk to watch the incoming of the rugged urchin and outgoing of the polished youth. The young man that *beats* the pegs into the boots and shoes that are to clothe the feet of his fellows receives more in *dollars* than he who drives, by milder means, the principles of science and virtue into the minds and hearts of those who are to adorn their nation's page by noble deeds, enrich their mother tongue with thoughts that *breathe* and words that *burn*, and shine as lights in a benighted world.

Were gold the teacher's god he soon would cease to worship at its shrine, for too insignificant would it appear to deserve the mind's veneration. If not here, where shall the teacher turn for his reward ? His is a compensation received long after the work has been performed. True, he has a foretaste in passing through the trials of pedagogue life, just enough to keep up his spirits with the aid of the prospective. He witnesses his own mental development, and finds himself rising to the dignity of noble manhood. Ignorance is yielding to the light of truth and to the force of investigation.

The heart is being schooled, and the passions are being brought into subjection to reason, under the control of judgment. Thus, by teaching others, he teaches himself the great practical lessons of life. He grows *wiser* and becomes *better*, gradually approximating to the perfection of his nature. This consciousness of progress is among the higher rewards that fall to that *heart*, that is longing for the fulfillment of its destiny.

But there are, to the teacher, external as well as internal sources of satisfaction. He goes forth to his labors like the industrious farmer in Spring time; he breaks up the ground, and sows the seed; then for a season he waits, when lo! up springs the seed he has sown, delighting the eye and cheering the heart. So with him who sows the seed of knowledge and truth in the virgin soil of the human breast. In the early spring of mortal existence he applied the agencies which are to break up and mellow the soil, preparatory to the implanting of the principles which are to act as leaven in molding the heart and directing the intellect upward toward the noble and the true. Is there no satisfaction, no reward to the teacher, as he beholds the outshining of the *man*, the uprising of the divine? Does his heart remain unmoved as he witnesses the breaking away of the incrustations of ignorance, and the outleaping of the pearl which hitherto lay imbedded within? As he traces along the years of the life of his pupil does not his heart throb with emotion as he sees here a bud and there a flower adorning the stalk of human nature? Does he continue unmoved as he beholds the former little boy of his flock, now standing up in the dignity of his manhood in the halls of his nation's capital, and with the voice of eloquence pleading the cause of *right* and *humanity* against wrong and oppression? Does his heart not burn within him as he beholds the child of poverty, now a polished shaft in the quiver of the Almighty, sent forth by the power and influence of grace to proclaim *liberty* to the captive and the breaking of the chains of nations bound by superstition and shrouded in thickest darkness? Who will say that this is not among the *cheering* rewards of *our* professional life? True, the zealous teacher may go down to his grave long ere the day of maturity; nevertheless he lives long

enough to see the germination and upward direction. But this is not all. The *good teacher must be a good christian*. If his life has been fashioned after the model presented by the *Great Teacher*, then, when he is passing down the declivity of life, and is conscious that the bearing of his lessons has been toward the higher life, he will enjoy a satisfaction richer far than all earth's perishable treasures. He has used the true Archimedian lever, and upward has he raised the world by the application of his power to a higher and purer standpoint.

At length his work is done, his last lesson has been given, and he is about to receive his *highest* reward from the hands and lips of him who saith "Inasmuch as ye have done it unto one of the least of these, ye have done it unto me; enter thou into the joy of thy Lord."

CLIPPINGS.

"Childhood sometimes pays a second visit to earth, Youth, never. The heart, however, when it is *right* is always young, and knows neither decay nor coolness."

"When the little task of his morning sojourn on earth is over, God will draw up the christian, as the sun draws up the dew drop, to rest in the bosom of infinite love"

"Let this be thy lesson through life. The world will be the echo of thine own spirit. Treat thy fellows with unkindness, and they will answer with unkindness; with love, and thou shalt have love. Send forth sunshine from thy spirit, and thou shalt never have a clouded day; carry about a vindictive spirit, and even in the flowers shall lurk curses. Thou shalt receive even what thou givest, and that alone."

"Let us remember that the true glory of man is to fulfill man's duty, and well and wisely cultivate the faculties which God has given. Or looking back over the journey of life, to

feel that we have lost no time, that we have not lingered by the way, either to pick up its weeds or to slumber, that all our steps have been upward, and that when we have climbed at last that ridge of ascent from which man sees both worlds at once, we have the consciousness that we have not neglected that nobler portion of our nature, which is destined to flourish in immortal youth, unhurt amid the war of elements. the wreck of matter and the crash of worlds."

Sir Isaac Newton says: "If ever I have been able to do anything, it has been affected by patient thinking only."

"Scholars are men of peace; they bear no arms. but their tongues are sharper than Aretius's razor; their pens carry further and give a louder report than thunder. I had rather stand in the shock of a basilisk, than in the fury of a merciless pen."

A wise educator has given the following wholesome advice: "Be very vigilant over thy child in the April of his understanding, lest the frosts of May nip his blossoms. While he is a tender twig, straighten him; such as thou makest him, such commonly shalt thou find him. Let his first lesson be obedience, and his second shall be what thou wilt. Give him education in good letters to the utmost of thy ability and his capacity. Season his youth with the love of his Creator, and make the fear of his God the beginning of his knowledge. If he has an active spirit, rather rectify than curb it; but reckon idleness among his chiefest faults. As his judgment ripens, observe his inclinations and tender him a calling that shall not cross it. Show him both the scythe and the plow, and prepare him as well for the danger of the skirmish, as possess him with the honor of the prize."

Capt. J. E. STEVENS reports the finding of a petrified tree in Western Utah, 666 feet long and 40 feet in diameter. It is of the same species as the trees of Mariposa. The country for many hundreds of miles around is now wholly destitute of any sort of living growth whatever, except the sage brush and grease wood.

EXTRACT FROM MRS. BANISTER'S HINTS ON
EDUCATION.

When I had charge of a district school composed of children of different sexes and ages, it was my aim *to do as well as I could*, for all, for each committed to my instruction and guidance. The words of our Savior affected me deeply, "He that is faithful in that which is least, is faithful also in much; and he that is unjust in the least, is unjust in much." I generally remained in the school house, a few minutes after dismissing the school at the end of the afternoon, to ask myself, whether *for that day I had done as well as I could*, and wherein I could do better in future. Also, what advancement in application to study, or improvement in conduct, I should seek for the school; and what pupils needed personal attention. The next day I acted on the conclusions to which I had the day before come. Years after, when I had assistant teachers, they were led to cultivate a like spirit. Pupils were led clearly to understand, that we expected of them a conscientious effort on their part to do well in every thing, and as they should learn the right way more and more perfectly, to do better and better, and to form the habit of rising higher and higher in excellence. They were also informed that if any one among them should not apply herself to her studies, and consider what is right in conduct, and conform to it, it would be better that she should not continue connected with the school. On the commencing of a term it was made a special object to lead all teachers and assistant pupils to consider their calling, not as a drudgery, but as a high vocation. They were to train pupils so far as they should come under their influence, not simply as to their studies, but also as to their manners and characters, for usefulness and happiness during their whole existence;—to lead them to see things as they are, and to call things by their right names—and to govern themselves by principles and motives that would bear the light of heaven.

SELF CULTURE.

"Every person has two educations, one which he receives from others, and one more important, which he gives to himself."—GIBBON.

"These two things, contradictory as they may seem, must go together—manly dependence and manly independence, manly reliance, and manly self-reliance."—WORDSWORTH.

Self-culture includes the education or training of all parts of a man's nature; the physical and moral as well as the intellectual. Each must be developed, and yet each must yield something to satisfy the claims of others. Cultivate the physical powers exclusively, and you have an athletic or savage; the moral only, and you have an enthusiastic or a maniac; the intellectual only, and you have a diseased oddity, it may be a monster. It is only by wisely training all three together that the complete man can be formed.

The ancients laid great stress on physical training, and a sound mind in a sound body was the end which they professed to aim at in their highest schools of culture. The Greek teachers were peripatetic, holding that young men should only learn what they could learn standing. The old English entertained a similar idea, embodied in the maxim, "The field in summer, and the study in winter." Milton described himself as up and stirring early in the morning—"in winter, often ere the sound of any bell wakes man to labor or devotion; in summer, as oft with the bird that first roars, or not much tardier, to read good authors, or to cause them to be read till the attention be ready, or memory have its full fraught; then with clear and generous labor, preserving the body's health and hardiness, to render lightsome, clear, and not lumpish obedience to the mind, to the cause of religion, and our country's liberty." In his "Tractate on Education," he recommends the physical exercise of fencing to young men, as calculated to "keep them healthy, nimble, strong, and well in breath, and also the likeliest means to make them grow large and tall, and inspire them with a gal-

lant and fearless courage," and he further urges that they should "be practiced in all the locks and grips of wrestling, wherein Englishmen were wont to excel."

In our days such exercises have somewhat fallen into disrepute, and education has become more exclusively mental; very much to the detriment of bodily health.

The brain is cultivated at the expense of the members, and the physical is usually found in an inverse ratio to the intellectual appetite. Hence in this age of progress, we find so many stomachs weak as blotting-paper—hearts indicating "fatty degenerating,"—unused, pithless hands, calfless legs and limp bodies, without any elastic spring in them. But it is not merely health that suffers by neglect and disuse of the bodily organs. The mind itself grows sickly and distempered, the pursuit of knowledge itself is impeded and manhood becomes withered, twisted and stunted. It is, perhaps, to this neglect of physical exercise that we find among the students so frequent a tending toward discontent, unhappiness, inaction and reverie,—displaying itself in a premature contempt for real life, and disgust at the beaten tracks of men—a tendency which in England has been called *Byronism*, and in Germany, *Wertherism*. Dr. Channing noted the same growth in America, which led him to make the remark, that "too many of our young men grow up in a school of despair." The only remedy for this is abundant physical exercise,—action, work and bodily occupation of any sort.

Daniel Malthus urged his son when at college to be most diligent in the cultivation of knowledge, but he also enjoined him to pursue manly sports as the best means of keeping up the full working power of his mind, as well as of enjoying the pleasures of intellect. "Every kind of knowledge," said he, "every acquaintance with nature and art will amuse and strengthen your mind, and I am perfectly pleased that cricket should do the same by your arms and legs; I love to see you excel in exercises of the body, and I think myself that the better half and much the most agreeable part, of the pleasures of the mind, is best enjoyed when one is on one's legs." But a still more important use of active employment is that enforced by the great divine, Jeremy Taylor, "Avoid idleness," he says, "and fill up all the spaces of thy time with

severe and useful employment; for lust easily creeps in at those emptinesses where the soul is unemployed, and the body is at ease; for no easy, healthful, idle person was ever chaste if he could be tempted; but of all employments, bodily labor is the most useful, and of the greatest benefit for driving away the devil."

Practical success in life depends much more on physical health than is generally imagined. Hodson, of Hodson's Horse, writing home to a friend in England, said, "I believe, if I get on well in India, it will be owing, physically speaking, to a sound digestion." The capacity for continuous working in any calling must necessarily mainly depend upon this: and hence the necessity for attending to health, even as a means of intellectual labor itself. It is in no slight degree to the boating and cricketing sports, still cultivated at our best public schools and universities, that they produce so many specimens of healthy, manly, vigorous men of the true Hodson stamp. It is said that the Duke of Wellington, when once looking on at the boys engaged in their sports in the playground at Eton, where he had spent his own juvenile days, made the pregnant remark, "It was there that the battle of Waterloo was won."

The cultivation of muscularity may doubtless be over-estimated; yet it is unquestionably important that every young man should be early trained to the free use of his body and limbs. This, however, is one of the "common things" in modern education, apt to be neglected. There are many youths who leave schools and colleges full of the learning of the ancient Greeks and Romans, who as regards the use of their own hands, are almost helpless. In gerunds and participles the "double first-class" man may be profound, but in the use of his eyes,—in the faculty of common observation,—he may be inferior to a plowman. Though he may have taken the highest honors, he will sometimes, in common matters, be found beneath the level of the smith, the carpenter, or the navvy. "At sea he is a landlubber, in the country a cockney, in town a greenhorn, in science an ignoramus, in business a simpleton,—everywhere out of his element, everywhere at sea, in the clouds, adrift, or by whatever words utter ignorance and incapacity are to be described."

Perhaps as educators grow wiser, they may become more practical, and recognize it as among the chief objects of education, to fit men for actual life, and enable them to understand and take part in the daily business of common men. Nor would the education of youths in common things be found incompatible with the very highest intellectual culture, but the reverse. Even some training in the use of tools in a workshop, for instance, would be found a good adjunct to education,—for it would teach young men the use of their hands and arms, familiarize them with healthy work, exercise their faculties upon things tangible and actual, give them some practical acquaintance with mechanics, import to them the ability of being useful, and implant in them the habit of persevering physical effort. This is the advantage which the working classes, strictly so called, possess over the leisure classes—that they in early life are under the necessity of applying themselves laboriously to some mechanical pursuit or other,—thus acquiring manual dexterity and the use of their physical powers. The chief disadvantage attached to the calling of the laborious classes is, not that they are employed in physical work, but that they are too exclusively so employed, often to the neglect of their moral and intellectual faculties. While the youths of the leisure classes, having been taught to associate labor with servility, have shunned it, and been allowed to grow up practically ignorant, the poorer classes, confining themselves within the circle of their laborious callings, have been allowed to grow up in a large proportion of cases absolutely illiterate. It seems possible, however, to avoid both of these evils by combining physical training or physical work with intellectual culture; and there are various signs abroad which seem to mark the gradual adoption of this healthier system of education. From

“SELF-HELP.”

SCIENCE.

Science is knowledge reduced to order, and for its foundation it falls back upon certain self-evident truths. These truths are of such a nature that the most skeptical mind cannot reject them. They are the first link in the great chain which connects the God of Nature with the God of Revelation. The earnest inquirer, finding this starting point, traces along, link by link, the chains of truth, and as he does so his soul becomes absorbed, his heart is full of interest and emotion, and he is led to exclaim, with Newton, "The man of science, *undevout*, is mad." Combining these researches with the clearer revealings of God's word, the soul rises upward, and still upward, in its comprehension of the attributes and perfections of Him whose hand is visible in all the workmanship of his outer temple. This outer temple how beautiful, how harmonious in all its parts, how well adapted to accomplish a certain specific design ! And will not a perception of this beauty, a comprehension of this harmony, and an understanding of this adaptation tend to awaken corresponding emotions within ? As the eye traces the distant planet in its circling course, and the mind, through science, learns to measure its orbit, with its magnitude and daily motion, the traces of a Divine hand, and the indication of infinite wisdom, are clearly seen. Light, as it flies from the central luminary to the earth, seems to the man of understanding like a smile from the Great Spirit, and the lightning, as it flashes athwart the heavens, as the glance of Jehovah, by which he takes a survey of the boundless universe. The laws by which material objects are governed are recognized as the *modus operandi* by which God governs the workmanship of his hands. To this conclusion science leads the inquiring mind. That innate principle, which, when it perceives an effect seeks for the cause, is satisfied. The Great Builder is seen in his building ; his goodness, his wisdom and his glory, are all made manifest. Though the clearer light of revelation may never have reached the inquirer, he nevertheless worships Jeho-

vah, although, it may be, ignorantly. Here, then, we reach the first axiom, the solid foundation of the christian faith, "the unity and perfection of the God-head." From this point science and religion go hand in hand, lifting man up from the depth of ignorance and degradation. While these operate upon the intellect and heart man approximates toward the perfect. The image of his God, once lost, is being re-ensamped upon his soul. In proportion as they are blended in that proportion will the human family advance in the scale of intelligence. Science is as the pillar of fire that went before the host of Israel by night, or the cloudy pillar that guided them by day. Religion is as the Divine Shekinah in their hearts. How intimately blended in the history of the past are these two enlightening and humanizing agents. When God wished to lead forth his people from the land of bondage he chose a leader, who "was skilled in all the wisdom of the Egyptians." When he would reclaim the prophet and reform the priesthood he sent up a child to be educated in his own temple, that he might thus become a better agent in working out his designs. When the glory of the new dispensation was ushered in, what were the agencies employed for the spread of the saving truth? God chose to call the fisherman from his net, to show that the power was divine; but for three years these chosen ones were the prophets of the Son himself, and many lessons in science did he teach them. How beautiful is the union of Christ and his disciples, taught by the ingrafting of the scion, or by the vine and its branches. How forcibly is the truth of the resurrection of the body illustrated by the wheat. God entered his own laboratory with his pupils, and there taught them lessons divine. Thus bearing the impress of his own mind he sent them forth to battle for truth and right. An apostle was called from sitting at the feet of a Doctor of the Law, and sent forth to proclaim good news to Jew and Gentile.

Not only is there a union in agency but in progress. As knowledge declines, and the world approximates to an age of darkness, Christianity declines; the living power of saving grace operates less powerfully upon the hearts and consciences of men. As the flame of piety grows dim the interest in scientific research diminishes. When the world is roused

from its moral slumbers the cry first comes from a learned Doctor. The seal is broken, the chain is removed, and the truth is sent untrammelled—free to the homes and hearts of all. A flame is kindled which is destined to burn to the consumption of error, idolatry, superstition and ignorance. The revival of Christianity was the revival of letters; and in every great reform, men of learning have been among the first to lead the way.

The missionary, as he leaves his native land and the home of his youth, to bear across the deep the word of life, and plant upon those far-off shores the standard of the cross, carries in one hand the Bible, and in the other the horn-book of science. How soon in our mission fields the school-house springs up beside the church. Clearly does this say that religion and science are sisters—that the mind needs discipline in order to prepare it for the reception of the seeds of Divine truth. To this blending we owe our American institutions, our liberal christianity. To this we owe our glory as a nation. Side by side the school-house and the church, the preacher and the teacher stand, to impart the great lessons of wisdom and of truth. They work together in the same straight line, or in lines forever parallel. Truth is ever harmonious and consonant with itself. One truth tends to establish and place upon a firmer basis every other. Each discovery is another link in the chain of demonstration, tending to prove that truth shall ultimately triumph. Intelligence is the agency ordained of God for righting the wrong, for raising the fallen. Mind is the Divine workshop, in which are conceived plans and designs for the suppression of evil and the elevation of good. The infinite mind reveals itself through the medium of its works, and in proportion as the human mind studies these, and penetrates into the mysteries below, in that proportion will it find out God.

ENERGY AND WILL.

There is a famous speech recorded of an old Norseman, thoroughly characteristic of the Teuton. "I believe neither in idols nor in demons," said he, "I put my sole trust in my own strength of body and soul." The ancient crest of a pickaxe, with the motto "Either I will find a way or make one," was an expression of the same sturdy independence and practical materialism which to this day distinguishes the descendents of the Northmen. Indeed, nothing could be more characteristic of the Scandinavian mythology than that it had a God with a hammer. A man's character is seen in small matters; and from ever so slight a test, as the mode in which a man wields his hammer, his energy may in some measure be inferred. Thus an eminent Frenchman hit off in a single phrase the characteristic quality of the inhabitants of a particular district, in which a friend of his proposed to settle and buy land. "Beware," said he, "of making a purchase there; I know the men of that department; the pupils who come from it to our veterinary schools at Paris *do not strike hard on the anvil*; they want energy; and you will not get a satisfactory return on any capital you may invest there." A fine and just appreciation of character, indicating the accurate and thoughtful observer, and strikingly illustrative of the fact that it is the energy of the individual men that gives strength to a State, and confers value even upon the very soil they cultivate. As the French proverb has it, "As is the value of the man so is the value of his land." The cultivation of this quality is of the greatest importance; resolute determination in the pursuit of worthy objects being the foundation of all true greatness of character. Energy enables a man to work his way through irksome drudgery and dry details, and carries him onward and upward in every station in life. It accomplishes more than genius, with not one-half the disappointment and peril. It is not even eminent talent that is required to insure success in any pursuit, so much as purpose. Not merely the power

to achieve, but the will to labor energetically and perseveringly. Hence, energy of will may be defined to be the very central power of character in a man; in a word, it is the man himself. It gives impulse to his every action, and soul to his effort. True hope is based on it, and it is hope that gives the real perfume to life. There is a fine heraldic motto on a broken helmet in Battle Abbey, "Hope is my strength," which might be the motto of every man's life. "Woe unto him that is faint hearted," says the son of Sirach. There is, indeed, no blessing equal to the possession of a stout heart. Even if a man fail in his efforts it will be a great satisfaction to him to enjoy the consciousness of having done his best. In humble life nothing can be more cheering and beautiful than to see a man combating suffering by patience, triumphing in his integrity, and who, when his feet are bleeding and his limbs failing him, still walks upon his courage.

Mere wishes and desires but engender a sort of green-sickness in young minds, unless they are promptly embodied in act and deed. The good purpose, once formed, must be carried out with alacrity, and without swerving. In many walks of life drudgery and toil must be cheerfully endured as the necessary discipline of life. Hugh Miller says that the only school in which he was properly taught was "that world-wide school in which toil and hardship are the severe but noble teachers." He who allows his application to falter, or shirks his work on frivolous pretexts, is on the sure road to ultimate failure. Let any task be undertaken as a thing not possible to be evaded, and it will soon be performed with alacrity and cheerfulness. The habit of strenuous continued labor will become comparatively easy in time, like every other habit. Thus even men with the commonest brains and the most slender powers will accomplish much, if they only apply themselves wholly and indefatigably to one thing at a time. Fowell Buxton placed his confidence in ordinary means and extraordinary application; realizing the Scriptural injunction, "Whatsoever thy hand findeth to do, do it with all thy might," and he himself attributed his own remarkable success in life to his practice of constantly "being a whole man to one thing at a time."

Nothing that is of real worth can be achieved without courageous working. Man owes his growth chiefly to that active striving of the will, that encounter with difficulty, which we call effort; and it is astonishing to find how often results apparently impracticable are thus made possible. An intense anticipation itself transforms possibility into reality; our desires being often but the precursors of the things which we are capable of performing. On the contrary the timid and the hesitating find everything impossible, chiefly because it seems so. It is related of a young French officer that he used to walk about his apartment exclaiming "*I will be Marshal of France and a great general.*" This ardent desire was the presentiment of his success; for he did become a distinguished commander, and he died a Marshal of France.

It is *will*,—force of purpose,—that enables a man to do or be whatever he sets his mind on being or doing. A holy man was accustomed to say "Whatever you wish, that you are; for such is the force of our will joined to the Divine, that whatever we wish to be, seriously, and with a true intention, that we become. No one ardently wishes to be submissive, patient, modest, or liberal, who does not become what he wishes." The story is told of a working carpenter, who was observed one day planing a magistrate's bench, which he was repairing with more than usual carefulness, and when asked the reason, he replied, "Because I wish to make it easy against the time when I come to set upon it myself." And singularly enough, the man actually lived to sit upon that very bench as a magistrate.

SMILES.

"The aim of education should be to teach us how to think rather than what to think; to improve our minds so as to make us to think for ourselves, rather than to load the memory with the thoughts of other men."

"To live nobly, we must be noble, and we can become noble by resolutely banishing every unworthy thought and feeling."

SELF-REPORTING IN SCHOOL.

MRS. BANISTER.

Pupils must not be expected to report faithfully their own failures in regard to whispering, or anything else, so long as they have many failures to report. It is never safe in any school, to ask the pupils whether they have succeeded in one particular and another, before they have been led so to control themselves as to succeed; nor before their consciences have been enlightened and carefully exercised on the point in question. Without this preparatory work, which in some schools it might require terms, if not years to accomplish, pupils have been trained to habits of giving utterance to careless or vague expressions instead of truth,—and to indifference, whether they speak truth or falsehood. Ordinarily, in schools for children, and in most of the common and high schools throughout the country, other methods are better than this. Schools in which most of the pupils have maturity of character, an unwavering purpose to do right, a good degree of self-knowledge and discrimination, and have been so taught that everything suited to disturb the quiet or hinder the progress of an individual is contrary to the law of love, that they have conscientiously formed the habit of avoiding these little evils,—when all these things concur—the bringing to view what is right in the daily practice of a large majority of the school, stimulates the remainder, and aids them to attain what otherwise they would never attempt. But it is never wise to reveal the state of the school to the pupils who compose it, before that state shall become such, as to lead those who are not exerting themselves to do their best, to feel that they are in a small minority, and not doing as much credit for themselves, or their friends, as might reasonably be expected. Persons are not led to make efforts for elevating their own characters by seeing all around them on a depressed level, or by feeling that they themselves have

never attained anything worthy of approbation. But in all stages of human life, individuals are encouraged to effort, by seeing what has been attained by their associates, and thus led to believe, that similar attainments are within their reach. A consciousness also of having in any particular, advanced in excellence, leads to the hope of similar future success.

(Mrs. Banister, as Miss Grant, was formerly an assistant teacher with Miss Lyon, founder of Mt. Holyoke Seminary.)

[For the School Journal.]

FOREIGN CORRESPONDENCE.

Extract of a letter from an Indianapolis School boy in Prussia.

I had a fine ride to Weimar. The cars were empty and the scenery fine, though the hills were constantly decreasing (from the Hartz mountains.) I passed a large, high and extensive old castle deserted by everything but crows; they made it look perfectly black. It was some sixty feet high on a rocky cliff on the banks of the Saale. The town of Weimar is situated in the valley of the Ilm, and "seems more like a village bordering on a park, than a capital with a court;" but I changed my opinion as I entered, for the station is higher than the town. It is quite a large place, and the prettiest I have ever seen. It is a small Berlin, and in buildings and trees it surpasses Berlin, I do not know about statues. Well, I went on thinking that I could easily find my way and soon came out on the market-place which is not large on account of the "market-kirche" which is placed almost in the center. Just before one corner of the church stands a bronze statue of Herder, about fifteen feet high. It has no very fine work about it, but altogether, is very well done. I did not stop long for I had only six hours before me. On going further I found the Ilm, a very small, muddy river, but lined with

gigantic trees of all kinds. I sat down in front of a tremendous palace some five stories high and occupying nearly a whole square. Two soldiers were stationed beside an iron fence to keep any one from leaning against it. (It was not so important as Buckingham palace, and they let me lean against the fence there.) It is situated at the head of the park on the Ilm. After sitting sometime and watching the soldiers pass, I then walked along a road around the walls under the noblest oaks I ever saw. I had no guide book, but had read in many, that Schiller lived on the Esplanade near "Trauenplatz," so I asked a workman who was going home to dinner—I merely wanted him to tell me, but he insisted on going with me and at last said he would go any how. He first took me to Wieland's statue, it is of fine light colored bronze, situated in a charming platz, three cornered, having streets running by—one large, two small. As you enter the platz from the large street, you have a front view. It is eighteen feet high, over-shadowed by a huge oak, which takes up one corner of the platz, and fronted by a beautiful fountain. Although I liked the statue very much, I can't say I liked the man's looks. From there we went to "Theaterplatz," which is square, good-sized, and rather old-looking. One side is occupied by the Theater, two stories high, and looking more like a school house than any thing else, and the back is shaped exactly like an old brewery. "Aber inwendig ist es wunderschön!"

The man said: "About twenty feet in front of the door are bronze statues of Goethe and Schiller." Oh! it is a grand imitation. No picture could come near it; every touch, and the whole is exquisite from the oak leaves and acorns on a stump behind them, up to the expression on their faces. Goethe has laurel leaves in his right hand, and with his left on Schiller's shoulder, is looking straight forward. Schiller has his right hand open before the wreath, in his left a roll, is pressing a little forward and looking upward. Now, how could it be finer? The Theater was once under the care of Goethe and Schiller; of course it is thought much of by the Weimar inhabitants. I asked him to show me where they were buried, but was disappointed on finding there was nothing to see. We went to the church yard and upon one

corner on the wall; around the yard is nothing, but in new gilt letters, "Schiller's first grave." And Goethe's is in a vault which extends half way across the street; on asking how that came, I found the street had been made right through the yard.

I then looked for dinner, and found it in a small, but beautiful market-place with a fountain in the center. A large fancy-looking house was at one side three or four stories high, rather good looking windows with old fancy work all around them, an inscription on the door showed this to be Goethe's own residence. It is only open to visitors on Friday, so I had to content myself, finding his summer residence, which led me through the park over the Ilm, in a wild, but shady garden. In front there is an open space—that is with no trees; I sat down under the trees on the banks of the Ilm and took a little sketch of the house. It is not a fancy house by any means, and then sticks are fastened all over it for vines to run upon. One vine covers nearly half of the front side. There were curtains in every window, but I could hardly tell whether any one lived there or not, for the yard and path looked rather deserted, in fact it is so far back in the park that a person is only seen now and then walking through the woods. After looking sometime there I started to find where Schiller lived, but before I got to the Theater-platz, a gentleman knowing me to be a stranger, asked if I had seen everything, how I liked Weimar, &c., and then showed me the way to the house; it is a short but broad street which forms a quarter of a circle, has good sidewalks, fine houses, and terminates with a small, but pretty gate. Schiller's house was not different from the rest, but I could tell it by the lower part being turned into a plaster-of-paris and picture shop, however, Schiller only occupied the third floor.

The stiffest girl I ever saw, I had unfortunately for my guide, she only answered the questions I asked, and not even then (when she did not hear.) His parlor the guide called most splendid, simply because it had a carpet, presented as she said, by the ladies of Weimar. In the next room was the bed on which he died, the table on which he wrote, his chair, and there's the old stove that warmed his room, and his book case filled with his books. The walls are covered with very

poor pictures of him taken after his death, such things show very little taste. Next to this room is his bed room, fifteen feet, by six, ceiling low, one window, and is entirely deserted. It was now time I was going toward the depot, though I could stay six days in this beautiful town of Weimar with its most interesting and never to be forgotten sights. But you will be surprised when I tell you it has not advanced so far as to have gas in the streets, but simply an oil lamp here and there fastened on a wire which extends across the street. Every other shop window is ornamented, or has for sale a picture of Goethe and Schiller, so a stranger would in a moment know he was in the land of Goethe and Schiller. I can now say I like Germany the more I see of it, for you can't imagine the kindness they give to a stranger.

When I reached Halle, I found letters and a paper about the nomination.

Yours,

L. K.

Mathematical Department.

DANIEL KIRKWOOD, Editor.

PROBLEM No. 186.—BY NATHAN BUTTS.

Three men, A, B, and C, own equal shares of a grind-stone, 30 inches in diameter. How many inches in depth must each man grind off to receive his share, making an allowance of two inches square for the axle?

PROBLEM No. 187.—BY NATHAN BUTTS.

Two men, A and B, engage to do 100 rods of ditching, for which they are to receive \$100. A is to receive \$1.12 $\frac{1}{2}$, and B \$0.87 $\frac{1}{2}$ per rod. How many rods must each dig to share the \$100 equally?

PROBLEM No. 175.

HENDRICKS says, "It is sufficiently obvious that when the area is a maximum the sticks must form chords to the circle of which the string is an arc."

PROBLEM No. 179.

Find an equation which has for one of its roots the number 3 together with the continued fraction having for denominators 2, 1, 4, 2, 3, 4, 2, 3, &c.

SOLUTION.—BY JOEL E. HENDRICKS.

The number 3 together with the continued fraction having for denominators 2, 1, 4, 2, 3, 4, 2, 3, &c., may be written

$$3 + \frac{1}{2 + \frac{1}{1 + \frac{1}{4 + \frac{1}{2 + \frac{1}{3 + \frac{1}{4 + \frac{1}{2 + \frac{1}{3 + \&c.}}}}}}}}$$

This expression may be easily transformed into the following:

$$3 + \frac{1}{3 + \frac{7}{31 + \frac{7}{31 + \&c.}}}$$

Let the continued fraction $\frac{7}{31 + \frac{7}{31 + \&c.}}$ be denoted by x .

$$\text{Then is the required root} = 3 + \frac{1}{x} = 3 + \frac{1}{\frac{7}{31 + \frac{7}{31 + \&c.}}}$$

$$\text{But } \frac{7}{31 + x} = x, \therefore x^2 + 31x = 7, \text{ or } x = \frac{31}{2} \left(\sqrt{\frac{989}{961}} - 1 \right)$$

Hence the required root is

$$3 + \frac{1}{\frac{7}{31 + \frac{31}{2} \left(\sqrt{\frac{989}{961}} - 1 \right)}} = 3 + \frac{2}{\sqrt{989} - 25}$$

Let x' represent the required root. Then is

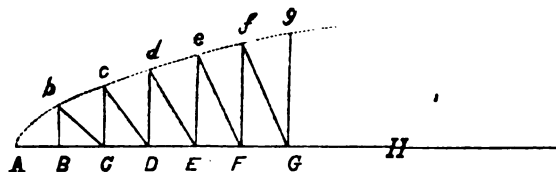
$$x' = 3 + \frac{2}{\sqrt{989} - 25} \quad (1)$$

By squaring (1) and reducing, we get

$$91x'^2 - 571x' + 893 = 0,$$

which is the equation required.

The following simple method of describing a Parabola by points, is new to your correspondent.



On the line AH lay off the distances AB, BC, CD, DE, &c., each equal to the Parameter of the Parabola. Erect the perpendiculars Bb Cc, Dd, Ee, &c. Make Bb=AB, Cc=Cb, Dd=Dc, &c. The points b, c, d, e, f, &c., are on the Parabola, of which A is the vertex, and AB or BC, &c., is the Parameter.

The proposition on which this construction depends, may be thus enunciated :

If the difference of any two abscissas of a Parabola be made equal to the Parameter, the squares of the greater corresponding ordinate will be equal to the sum of the squares of the least ordinate, and the Parameter.

Using the ordinary notation, we have from the equation of the Parabola

$$y^2 = 2px,$$

and

$$y'^2 = 2px'.$$

By subtraction, $y^2 - y'^2 = 2p(x - x')$. Make $x - x' = p$, then $y^2 - y'^2 = 4p^2$ or $y^2 = 4p^2 + y'^2$, which equation corresponds to the enunciation.

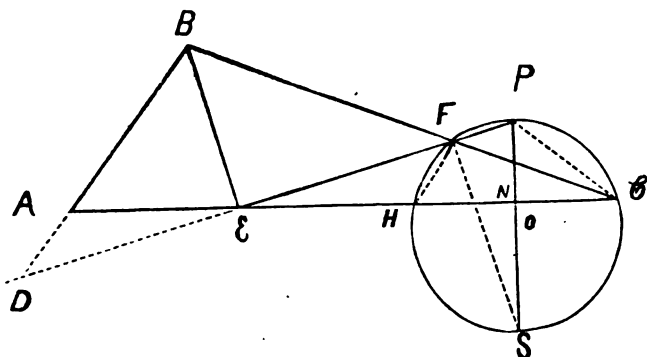
In the construction, the square of the hypotenuse cD , for example, is equal to $\overline{cC} + \overline{CD}^2$, or $\overline{cD}^2 = y'^2 + 4p^2$, and $Dd = cD$ must be equal to y , and therefore the ordinate of a Parabola. *Scholium.*—It is plain that as many points about the vertex as may be desired, may be obtained by making x' any fraction of $2p$ and finding the corresponding value of y' and then construct as above.

Y.

PROBLEM No. 173.

To construct a plane triangle, having given the vertical angle, the line bisecting it, and the difference of the segments of the base, made by the bisecting line.

SOLUTION.—BY ISAAC H. TURRELL.



Construction. Represent the bisecting line by a . On HC , the difference of the segments of the base, describe a circle, such that the segment HPC shall contain the given angle. Draw the diameter PS perpendicular to HC , and cutting it in N . Find b , a fourth proportional to PN , CN , and a . Find also another line, c , such that $c^2 + bc = PS \times PN$. (*Simpson's Euclid—Note on Prop. XXVIII and XXIX, Bk. VI.*) From P , with a radius $PE = b + c$, describe an arc cutting HC produced, in E , and cutting the arc HPC in F . At E erect a perpendicular to PE , meeting the line CF in B . At B make the angle $EBA = \text{ang. } EBF$, and produce CE to meet the line BA , in A . ABC is the required triangle.

Dem. Draw the lines PC , FH , FS , and produce FE and BA , to meet in D . The similar right angled triangles ENP , PFS give

$$PS : PE :: PF : PN$$

$\therefore PS \times PN = PE \times PF = (b + c)c$, but $PE = b + c \therefore PF = c$, and $FE = b$.

The right angled triangles PNC , BEF are also similar,

$\therefore PN : CN :: BE : EF$, or, b ; hence $BE = a$; and the $\text{ang. } EBF = \text{ang. } NPC$.

$\therefore \text{ang. } ABF = \text{twice the ang. } NPC = \text{ang. } CFH = \text{given angle}$, and FH , BD are parallel.

The right angled triangles BED, BEF are equal \therefore DE=EF, also AE=EH \therefore EC-AE=HC= difference of the segments of the base.
Q. E. D.

Editorial Miscellany.

DURING the first week of July we gave ourselves the pleasure of a visit to our sister State, Ohio. Our original intention was to visit friend Henkle, at Lebanon, his present field of labor. We found him in high spirits, as full of life and full of fun as when he was wont to gather with us in our annual and semi-annual festivals. We were informed by friend Royce that our old editor had lost none of his power to smooth wry faces and calm disturbed spirits. As proof of this he reported an incident connected with the students of the Normal Institute. It appears that the Fourth had been dedicated to a ride, and a little "pleasant recreation at the old Shaker plantation," but ere plans came to maturity hearts grew faint and spirits weary; so that on the morning of the day preceding the anticipated pleasure a long line of long faces entered the chapel, ready to abandon their project and vote all "a failure." Then, when all argument seemed fallacious, Henkle rose, his eye showing wit and mischief, and with words *now* full of pleasantry, *then* leaning toward the ludicrous, he succeeded in driving away the cloud from all the school-room crowd, and in bringing back the sunshine to the heart, and in awakening the merry, merry laughs. Then all were ready to go *any way* to their sport and their play.

This done, and our old friend was off for the Ohio Teacher's Association; and nothing to do but we must go too. So, with a little coaxing and a little teasing, we doffed our beaver, bid adieu to our *better halves*, and off we rode to the place of gathering. On the cars we met Rev. Mr. Smyth, the State Superintendent, an old and tried friend of education; also a noble band of Cincinnati teachers, headed by John Hancock, the young, though able and efficient, President of the Association. We reached Newark; friend met friend, and cordial greetings passed the round. I could but mark the brotherly feeling that prevailed. The young man and the old man, the lady and the gentleman, the College President and Professor of high rank and standing, and the faithful teacher of the rural district, all met and recognized in each other fellow-laborers in a common cause. We, being a stranger, and, withal, a little

modest, stood aside and looked on, and that, too, with much pleasure and satisfaction. There was an indication of *unity* and *oneness* of purpose, which was truly cheering.

One word concerning Newark—that pleasant, quiet city, in which the teachers found a *home* during the days of their meeting. Though we found the city in a state of excitement on account of the finding a keystone in a mound near by, with Hebrew inscriptions, yet soon the interest in the Association, the *keystone power* of the *State* rose far above that in the perishable stone with perishable tracings.

The Association was most cordially received and welcomed by the Mayor of the city and Board of Education, and dismissed by an agreeable and pleasant repast provided by the ladies of the city. We returned to Lebanon, spent a pleasant Sabbath, visited the Normal School on Monday, found it prospering under the wise and judicious management of the present Board of oversight and instruction, and on Tuesday returned to our own adopted State, to our own quiet *home*, well pleased with our visit and our journey.

ITEMS.

The citizens of Lawrenceburg have erected a very fine public-school building, which does credit to the city, and which presents proof of the willingness of the people to provide for the intellectual wants of the rising generation. The next work is to provide a *first rate* Superintendent, and a corps of able, efficient teachers. Then, with the energy of the people, they will soon have a school of a high order, and continued in operation a sufficient portion of the year.

The city of Aurora has long had under contemplation the erection of a *first class* public school building. We remember meeting the Board of Trustees seven years ago, at which meeting they discussed the *propriety* and *necessity* of a better provision for the physical comfort and intellectual growth of the children and youth of the city. We are now happy to say that the building is commenced, and that the plan gives promise of a beautiful and convenient house. We know the people of Aurora well enough to believe that when the house is finished it will be well manned with *thorough* workmen.

Wm. O. Pierce, A. B., and Mr. Martin, are about to open a school at Aurora. We wish them abundant success and large patronage. They are experienced teachers, and merit the aid and co-operation of the citizens. Mr. Pierce we very well know as a young man of ripe scholarship, and apt to teach. If we mistake not he is destined to make his mark as an instructor.

Bernard P. Chenoweth, who has been, for the past two years, Principal of the Preparatory Department of Moore's Hill College, resigned his place at the last Commencement, with the intention of completing his studies at Yale College. R. Frank Brewington, B. S., a former graduate of the Institution, was appointed to fill the vacancy.

About two years since, we noticed the following statistics: "Within the borders of the United States are 30,000 schools, 5,000 academies, 834 colleges, and 3,800 churches."

A triennial catalogue of Yale College shows among the graduates of that institution 4 judges of the United States Supreme Court, 80 judges of the Supreme Court of different States, 2 Secretaries of State, 2 of War, 1 of the Treasury, 1 of the Navy, 1 Postmaster General, 39 United States Senators, 139 members of the House of Representatives, 24 Governors, 18 Lieutenant Governors, 8 Secretaries of different States, 4 Ministers and Plenipotentiaries, 3 Chancellors of N. Y., 4 Bishops, 13 Presidents of medical societies, 36 Presidents of colleges, 105 Professors.

The laborers at the Artesian well, at Columbus, O., have sunk their shaft to the depth of 2,518 feet.

We had the pleasure of receiving from the author a copy of a new work, entitled "Topical Lexicon." We are pleased with its design and arrangement. It presents compactly all those words, with their definitions, which pertain to any subject, or which are analagous in meaning. We would cheerfully recommend it to both the teacher and scholar.

OUR BOOK TABLE.

A Knowledge of Living Things, with the Laws of their Existence. By A. N. BELL, A. M., M. D. *Late P. A. Surgeon U. S. N. Physician to Brooklyn City Hospital.* New York; BAILLIERE BROTHERS.

Mr. Bell says: "The circumstances which led to this book, were in the first place dependent upon a fondness for physiological studies; secondly, an abundant opportunity in various climates to promote those studies; thirdly, a desire to inculcate that knowledge of living things which is of utility in all departments of human industry." This is a book of 300 pages, well illustrated, with a pleasant open page, and is not only useful, but very interesting. We wish it could be placed in our common school libraries all over the State. It is attractive and would not be neglected.

Elements of English Composition, Grammatical, Rhetorical, Logical and Practical. By JAMES R. BOYD, A. M. New York; A. S. BARNES & BURR.

Bible History for Schools. By SARAH R. HANNA. New York; A. S. BARNES & BURR.

In this book the catechetical method is followed with much skill.

Class Book of Botany, with a Flora of all parts of the United States and Canada. By ALPHONSO WOOD, A. M. New York; A. S. BARNES & BURR. Cincinnati; RICEY, MAILLORY & CO.

This is supposed to be a great improvement over anything else in the market. Its author is now engaged in the Terre Haute Female College, Ind. Teachers please notice.

The Grammar School Speller; containing Rules for Spelling, with numerous Examples to Illustrate the Application of each Rule, together with a large Collection of the most difficult Words in the English Language, correctly Spelled, Pronounced and Defined. New York; A. S. BARNES & BURR.

"The design of this book is not to supersede the ordinary spelling books, but to review the knowledge there acquired, and to present to the pupil a collection of all difficulties of English spelling, so arranged, that with ordinary study the whole subject may be easily mastered."

Fifteen Years among the Mormons, being the Narrative of MRS. MARY ETTIE V. SMITH, late of Great Salt Lake City. By NELSON WINCH GREEN. Indianapolis; ASHER & Co.

It is doubtful whether books of this character are really of any benefit even to people of mature minds. This is the best of any book about these deluded people we have seen. The most we can hope for, is, that they will carry out their project of removing to the East Indies.

A School Record, designed for keeping a simple, but exact Record of Attendance, Deportment and Scholarship; containing also a Calendar, an Extensive List of Topics for Compositions and Colloquies, Themes for Short Lectures, &c. By J. L. TRACY. New York; A. S. BARNES & BURR.

Every teacher needs one; it is cheap and excellent.

Child's Book in Natural History, Illustrating the Animal, Vegetable and Mineral Kingdoms, with Applications to the Arts. By M. M. CARLL. New York; A. S. BARNES & BURR.

A very useful book, beautifully illustrated. It is carried forward in the catechetical style. Let us teach children of things, objects; this is a valuable aid.

We have received the Report of the Superintendent of Common Schools of Connecticut. We find it an interesting document. We expect to draw upon it hereafter.

Harpers Readers, by Marcius Willson, are waking quite an echo in every direction. Our Exchanges speak of them in very high terms of praise.

We have only the first three in our possession, but any one can see those, or any other books we notice, by calling on us.

PERSONAL

Prof. G. W. Hoss has held a Teachers' Institute of two weeks, at Oakland, Marion county, Ind. Thirty teachers attended. This is the first successful Institute ever held in Marion county. D. H. Roberts, of Pendleton, Madison county, assisted in conducting the exercises, and sometimes presided over the meetings during the indisposition of the Professor. Mr. Cyrus Smith and Mr. E. G. Martin also assisted very much in promoting the success of the session. There were probably many others who contributed in the work, whose names we have not learned. We feel like thanking every one of the teachers present at the Institute, for helping to make it a success. Marion county enters upon a new career. E. G. Martin will hold another Institute of one week, at Mt. Jackson, in the same county. Prof. Benton has engaged to take part in the work; it commences Aug. 13th. The Commissioners of Marion have kindly yielded to the wishes of the live teachers, and have now appointed a thorough and practical teacher for County Examiner, in the person of Prof. Hoss. He takes the place so long unworthily filled by a *wretched limb* from another profession. Onward is the word. Mr. S. T. Bowen is the other Examiner. He is eminently fitted for the position; he was a teacher in the State Normal School, at Albany, N. Y., when Mr. Page presided there, and was present at that melancholy scene when Mr. Page closed his noble career on earth, "leaving foot prints on the sands of time," which many have since been humbly and hopefully following.

Mr. Bowen is not now teaching, but after all the experience he has had, it is not too much to claim him as a practical educator; he brought with him to the West a deep interest in the educational cause, and a strong desire to see the teacher's profession elevated, and a higher grade of instructors placed in our schools. This sympathy for his former profession has always animated him to take an active part with teachers in their Institutes and Associations, and it will, we doubt not, be sufficient stimulus to induce him to turn aside from the busy mart of trade to assist Prof. Hoss in the disinterested, often painful, but noble and patriotic work in which he is zealously engaged. Under our present school law success must always be very seriously limited, and all examiners find much to discourage them utterly; but to despair is cowardly, and much can be done; "great things can be achieved." Good teachers *can be had* when the leeches and parasites are cast out. Let it be known that every candidate for a school must pass a PUBLIC EXAMINATION at stated times, that each one is expected to attend a teachers' Institute in the county, or that those who do so have the preference, and a mighty change will take place in schools at once. Then will free schools become more popular, and the demand will be irresistible for their support.

Dr. Lathrop, late Chancellor of the University of Wisconsin, has now resigned the Presidency of the Indiana University, at Bloomington, Ind., and accepted a Professorship in the University of Missouri. The Rev. Cyrus Nutt, of Asbury University, at Greencastle, has accepted the appointment to fill the vacant Presidency at Bloomington.

John Young, Principal of the Ladoga Seminary, at Ladoga, Ind., and late acting President of the N. W. C. University, at Indianapolis, has accepted the post of Professor of Natural Science in Antioch College, O.

The Board of Education of Minnesota has organized a State Normal School, and Prof. John Ogden, of Ohio, author of an excellent educational work, has been elected Principal, at a salary of \$1,400 per annum.

Rev. Thomas Hill, President of Antioch College, delivered an address before the Literary Societies of the Normal University of Illinois, at the late Anniversary. Mr. Moulton, President of the State Board of Education, conferred diplomas upon ten graduates, four of whom were ladies. This first Commencement of the State Normal University is regarded as a great success. The following was the graduating class song:

We walked, the morning sun beneath,
Glad wand'ring side by side,
Our hopes entwined a pleasant wreath,
Bright Friendship's smile our guide.
With heart and hand uplifted, sped,
United still in heart;
We now, toward separate pathways led
Perchance forever part.

We part ere yet the noon grows hot,
Or threatening storms appear;
While yet "the evil days come not,"
To cloud each joyous year.
Our feet shall tread in different ways,
Through sun and shade we'll roam;
Yet every path through varied maze
May lead to one blest home.

And when in evening shade we stand—
Our wearied earth-toil o'er—
Still longing for the unknown land,
For morning evermore,
Oh, may we to our God, the Light,
Uplift our gaze afar,
Beholding through the darksome night
The bright and morning star.

The editor of the *Illinois Teacher* speaks in high and exultant style of the exercises, and we rejoice with him heartily in this brilliant success of a school only now at the end of its third year; and destined, no doubt, to do much for the teachers of our neighboring State. It is not true that "misery likes company."

TEACHERS' INSTITUTE AT SPICELAND.

SPICELAND, IND., JULY 31, 1860.

The Institute was called to order at 8 o'clock by Prof. G. W. Hoss, Superintendent; after which he read a chapter from the Bible.

Prof. Hoss made a few introductory remarks, in which the general plan of the Institute was clearly set forth; after which classes were organized in the following branches:

Orthography, Oliver White, teacher. Elocution and Reading, Mr. Chase, teacher. Penmanship, Hiram Hadley, teacher. Mental Arithmetic, Martha G. Hunt, teacher. Written Arithmetic, Hiram Hadley, teacher. English Grammar, William W. Cheshire, teacher. Algebra, Prof. G. W. Hoss, teacher. Geometry, Prof. G. W. Hoss, teacher.

Then followed a recitation in Written Arithmetic, with many interesting remarks from different members. Prof. Hoss insisted on terseness of language in explaining principles to pupils;—in clearness there is strength.

Thomas Clark asked, should a perfect analysis of rules be aimed at, with young pupils?

W. W. Cheshire thought text-books should be so graded that the student would find nothing in them which should not be clearly explained. After a recess of 15 minutes, the recitation in Mental Arithmetic occupied the following 40 minutes.

Adjourned to 1:30 P. M.

AFTERNOON SESSION.

Institute called to order at 1:30. Class in English Grammar occupied the following 55 minutes. Several members objected to the definition of the adjective, as found in most text-books. Prof. Hoss offered the following, which he thought a pretty good definition: An adjective is a word adjoined to a noun or pronoun; and expresses quality, limitation or specification.

A recitation in Geometry occupied the following 35 minutes. 15 minutes recess. Prof. Hoss then gave a lecture of 45 minutes; subject, "The Opening of Schools." He said, if the old adage, "What is well begun is half done," be not strictly true, very much is gained by a good beginning. He insisted that the Scriptures be read in our schools, adding: The education of the head is but a small part of education. The following 30 minutes were occupied by criticism, inquiries, suggestions, &c., &c. Adjourned to 8 o'clock P. M.

EVENING SESSION.

Institute convened at the hour to which it was adjourned. Quite a number were present, who manifested by their profound attention that they were deeply interested by listening to an address by Prof. Hoss.

Subject, "The Parent and Teacher." He impressed teachers with the importance of their calling. He said, "The teacher is in the work-shop of mind; he is working up the world's humanity; the children of to-day, the men and women of tomorrow; the immortals of eternity." But space denies further quotations. We can only regret that so many of the teachers of our county were absent. Adjournment.

Wednesday, August 1.

Institute convened at 8 o'clock, A. M. Secretary called the roll. Prof. Hoss read a chapter from the Scriptures. Class in Penmanship occupied the following hour. Class in Elocution occupied the following 50 minutes. 15 minutes recess. Class in Mental Arithmetic occupied the following 40 minutes. Then followed recitations in Geometry and Spelling, each occupying 35 minutes. The recitation in Orthography was quite interesting; the etymology of most of the words was given. Adjourned to 1:20 P. M.

AFTERNOON SESSION.

Institute convened according to adjournment. Classes in Algebra and Written Arithmetic next recited, each occupied 45 minutes. The recitation in English Grammar occupied the following 55 minutes. The teacher explained his method of conducting a primary class. 15 minutes recess. The topics of the lecture given yesterday were taken up and discussed with much interest by several members present. Prof. Hoss then gave a lecture on "The Systematic Order of Exercises in Schools." 30 minutes followed in criticisms, inquiries, suggestions, resolutions, &c.

On motion, Hiram Hadley, W. W. Cheshire, and Miss Mellie Vater were appointed to prepare business for an evening session.

Adjourned to 7:30 o'clock P. M.

EVENING SESSION.

Committee appointed to prepare business for the evening, reported that Prof. Hoss would occupy a short time in presenting the claims of the *Indiana School Journal*; presented several resolutions; also that after the discussion the audience would be entertained by a declamation, "Over the River," by Mr. Chase; and "Poe's Raven," by W. H. Venable. Of the resolutions presented, the following was adopted for discussion:

Resolved, That prizes should be offered to students as incentives to study.

The resolution was discussed with much spirit by H. Hadley, W. W. Cheshire, Allen Hill, T. Clark, Oliver Bales, and Oliver White.

Hiram Hadley was undecided in regard to the practice of awarding prizes.

W. W. Cheshire said, there is scarcely a student but will use unfair means to secure the prize; he thought the prize teachers should hold up to their students should be the prize of an education.

Allen Hill said, prizes in colleges are obtained by unfair means; that awarding committees are not as exacting as the great committee of the world, that never fails to give honor to whom honor is due; that these "prize soldiers" do not really possess the ability they appear to have while striving for the prize.

Thomas Clark favored the prize system. O. Bales thought in some cases, especially with small children who do not appreciate an education, it might be used beneficially. Oliver White had awarded prizes with pleasing success. Adjourned to 8 o'clock A. M.

Thursday, August 2.

Morning exercises as before. Class in Penmanship occupied the next hour. Class in Elocution, the following 50 minutes. 15 minutes recess. Class in Mental Arithmetic occupied the following 40 minutes. Classes in Geometry and Spelling next recited, each 35 minutes. Many interesting remarks on conducting spelling classes. J. Harold gave his method of conducting a primary class; it was generally liked, and quite a number of the teachers present thought they would adopt it in their schools. Adjourned to 1:20 P. M.

AFTERNOON SESSION.

Institute convened at the hour to which it was adjourned. Classes in Algebra and Practical Arithmetic next recited, each 35 minutes. Class in English Grammar occupied the following 55 minutes. 15 minutes recess. Prof. Hoss lectured the following 45 minutes on the subject of "Recitations." The lecture was highly practical. Then followed 30 minutes criticisms, inquiries, &c.

On motion, Allen Hill was appointed reporter to the *Indiana Citizen*.

On motion, Mellie Vater was appointed reporter to the *Indianapolis Journal*. Adjourned to 8 o'clock A. M.

Friday, August 3

Morning exercises as usual. The following hour was occupied by the class in Penmanship. The following 50 minutes, which had previously been occupied by the Elocution class, was this morning occupied by W. H. Venable, on "Teaching Geography;" he gave his mode for conducting a primary class. For an advanced class he preferred the topical system of recitation. 15 minutes recess. The time from recess until adjournment was occupied the same as yesterday.

Adjourned to 1:20 P. M.

AFTERNOON SESSION.

Institute convened at 1:20. Classes in Algebra, Written Arithmetic and English Grammar recited as usual. T. Sharp gave his method of teaching analysis of sentences, by diagrams. 15 minutes recess. Prof.

Hoss lectured the following 45 minutes on "School Government." The lecture was very instructive. Let the pupils feel that you are their friend; that you would save them from all disgraceful punishment. But let them feel that your school government is a silent force and must be obeyed. The lecturer said he would only dismiss a student from school as a last resort. If moral control, if corporal punishment will not do, then dismiss the offender. 30 minutes followed in criticism, suggestions, resolutions, &c.

W. Edgerton offered the following:

Resolved, That in the opinion of this Institute the orthography of the English language stands in need of a radical change.

2d. That it should be made to conform to the rules of Phonetics, to-wit: one character for one sound and one only.

On motion, the resolution was laid on the table.

T. Clark offered the following:

Resolved, That we do not approve of the singing or chanting system of teaching Geography in our common schools.

On motion, the resolution was laid on the table.

On motion of W. W. Cheshire, the time from recess, A. M. of to-morrow, until noon was set apart for discussion.

On motion, the thanks of the Institute were tendered to Hiram Hadley for the able and efficient manner in which he had conducted the writing class. Adjourned to 8 A. M.

Saturday, August 4.

Institute called to order at the hour to which it was adjourned. Secretary called the roll. Prof. Hoss read a chapter from the Scriptures. Oliver White conducted the Writing class. The time previously devoted to Elocution was this morning occupied by W. H. Venable in remarks on the "Importance of Literary Culture among Teachers and in Schools." He said, literary culture is important to teachers because it is a passport into polite society. 15 minutes recess.

On motion, the resolution offered by T. Clark was taken from the table for discussion.

T. Clark disliked the singing or chanting system; he thought Geometry or any other science could as well be taught by this system as Geography. He insisted that instead of teaching students to think it rather teaches them not to think; that they attach no more meaning to the chanting, than the parrot to her words; that the name and location of places is all that is learned by this system.

Mellie Vater thought if even the names and locations could be learned in one year by this system, it would be preferable to the other methods, or to spending four or five years in learning these with a few additional facts.

W. H. Venable thought perhaps the worse feature of this system was that it induced bad pronunciation.

W. W. Cheshire would combine this system with the topical; he had used it very little, but had seen it used with the most pleasing success.

I. Harold thought it made superficial scholars.

W. Edgerton thought this system would throw all the burden of thought on a few.

Venable offered the following substitute, which was adopted:

Resolved, That in the opinion of this Institute the singing or chanting system of teaching is of secondary importance, and should only be considered an auxiliary method.

Adjourned to 1:20 P. M.

AFTERNOON SESSION.

Institute convened at 1:20. On motion, it was decided to spend the afternoon in remarks, toasts, social reunion, the reading of a paper prepared for the occasion, &c.

Prof. Hoss offered the following, which was unanimously adopted:

Whereas, Both reason and custom hold that physicians are the most competent judges of the qualification of physicians, lawyers of lawyers, agriculturists of agriculturists, and hence by analogy, teachers of teachers, therefore,

Resolved, That in general, teachers ought to be appointed County Examiners of teachers.

Resolved, That we commend this matter to the careful attention of the various County Boards throughout the State.

Prof. Hoss offered the following, which was adopted:

Resolved, That in our opinion Normal Institutes are the most efficient, economic means for the improvement of teachers now available in Indiana.

Resolved, That we earnestly commend to our fellow-teachers the importance of organizing and sustaining such Institutes in every county in the State.

Prof. Hoss gave a list of the names of some books which he advised teachers to procure and read as early as convenient. Among them was "Abbott's Teacher," "Northend's Parent and Teacher," and "Ogden's Science and Art of Teaching."

On motion of Narcissa Macy, the Institute tendered a vote of thanks to our venerable friend Dr. Fussell for the interest he had manifested in our Institute, and the many interesting remarks he had made from time to time.

On motion, a vote of thanks was tendered to our Superintendent for his untiring energy in conducting the Institute.

On motion, adjourned.

G. W. Hoss, *Superintendent*

BESSIE A. W. BOONE, *Secretary*.

INDIANA UNIVERSITY.

The catalogue of this institution for 1860, shows the whole number of students for the year to have been 204; there were 98 in the preparatory department.

The members of the Faculty were John H. Lathrop, LL. D., President; Rev. T. A. Wylie, A. M., Professor of Natural Philosophy and Chemistry; Rev. Elisha Ballentine, A. M., Professor of the Greek and Latin Languages and Literature; Daniel Kirkwood, LL. D., Professor of Mathematics; Rev. H. B. Hibben, A. M., Professor of Logic, Rhetoric and Belle-Lettres; Hon. James R. M. Bryant, Professor of Law; James Woodburn, Adjunct Professor of Languages and Principal of Preparatory Department.

Tutors—Charles M. Campbell, A. M., John H. Wilson, James C. Eliott, Emanuel L. Marquis, A. M., Instructor in the French, German, and Hebrew Languages.

There are two societies, the Athenian and the Philomathean; the anniversary of the first is held on the 12th of February, that of the latter on the 4th of July. Donations are solicited for these societies.

In the catalogue there is the following true and significant language, which boldly and clearly affirms opinions worthy of the true American educator, and which we are always glad to find not only entertained but freely confessed:

"It is a common, but very incorrect opinion, that Colleges are institutions for the rich alone. It may be of comparatively little moment to our wealthy citizens whether there be a College in Indiana at all, and what its character may be. They have the means of sending their children to Universities in other States or in Europe. It has been estimated that, even with the number of Colleges now in our State, upward of one hundred young men, sons of our citizens, are now pursuing their collegiate studies without its limits; and if the number of Colleges in the State were lessened, the number of non-resident students would be proportionably increased. In that case, too, many who obtain a collegiate education, would be deprived of its advantages. The large portion of students in our University are aspiring young men from the middle, and even from the very humble walks of life; many of them having, by their own efforts, procured the means of their education, and not a few of them, for the sake of learning, denying themselves what most would consider the necessaries of life.

The best and wisest men our country ever produced, have favored the establishment of institutions of classical learning. Washington endowed a College with lands, the proceeds of which yield a larger revenue than that of the Indiana University. Jefferson gave the last seventeen years of his life to founding the Virginia University, and desired no

other memorial with posterity than as the Author of the Declaration of Independence and the Father of the University of Virginia. Franklin, the practical and self-taught, was the founder of the University of Pennsylvania. The framers of our former Constitution united, in the same scheme of instruction, Common Schools and a State University. And, in truth, Common Schools and Colleges go together. They are mutual friends and helpers. They flourish in the same soil. They harmonize in the same system. The Common School furnishes to the younger classes of the University well-trained scholars. The University, in return, elevates the general standard of teaching and qualifications of teachers, and supplies well-trained teachers to the Common School.

In conclusion, the Board remark that the Institution which has been placed in their charge has no rivalry with other institutions in the State. She sends kind and cordial greeting to every other Seminary of sound learning belonging to whatever party or sect. There is room for all and work for all."

EARLHAM COLLEGE, RICHMOND, IND.

Ninety students have been in attendance this session. There are some twelve teachers. Wm. B. Morgan, A. M., teacher of mathematics, is an active contributor to the *School Journal*. Among the Faculty we notice several names familiar as supporters of the educational movements of the County and State, and among the students also are several who have already made their mark as teachers of merit, and who are known as having a generous, active sympathy with every effort to elevate the educational condition of the country.

With such an array of teachers, we should think the advantages of a course of study at Earlham College would be very great.

The Institution was established by the Society of Friends of Indiana, and is managed by the body under a committee of twelve. Both sexes pursue the same course of study and recite together. "It is the aim to make thoroughness one of the leading features of the school, and the instruction will have special reference to preparing students for teachers."

THE NEW CASTLE ACADEMY, at New Castle, opens again on Monday, Sept. 3, and will have a full corps of efficient teachers in addition to the Principals, Tharp and Smith, under whose charge the Institution has already proved a success. If the school does not continue to triumph it will not be the fault of these Principals, for they are capable and earnest men.

COMMENCEMENT IN N. W. C. UNIVERSITY.

The fifth annual commencement in the North Western Christian University, at Indianapolis, Ind., came off on the 28th of June last. The exercises were conducted as usual, and the addresses of the graduates were generally good in sentiment and well delivered. A few exceptions might well be taken to the address on "*The Stage*," but still, the speech showed a good degree of scholarship and research, and was delivered in a manner to make an impression. Indeed the whole performance was as good as any we have witnessed, and did honor both to the teachers and the taught. Here is the programme of exercises:

Music.	Prayer.	Music.
Salutatory, Miss L. E. Short, Springville.		
Nature's Teachings, John P. Avery, Indianapolis.		
The Triumphs of Revelation, John A. Campbell, Oxford.		
Modern Superstition, George Carter, Mooresville.		
The Drama, A. M. Goodbar, Montgomery County.		
Fetter not the Mind, Friend C. Goodwin, Indianapolis.		
Fiction, Ross Guffin, New Salem.		
The French Revolution, T. B. Lawhead, Plainfield.		
The Eloquence of Nature, W. W. Leathers, Indianapolis.		
Political Apostacy, W. N. Pickerill, Decatur, O.		
The Stage, Irvin Robins, Greensburg.		
Grecian Literature, John M. Snoddy, Stilesville.		
An Object, A. D. Williams, Bedford.		
Valedictory, I. N. Porch, Ladoga.		
Music.	Delivery of Diplomas.	Music. Benediction.

We believe that no stockholder who witnessed the performance, regretted what he has done to build up this Institution, and we think that if those who have hitherto declined to aid in this noble enterprise, had been present their hearts would have been enlarged, and their benevolence expanded, until they would not have been able to leave the ground without enrolling their names among the stockholders in the N. W. C. University. The attendance was large and good order prevailed.—*Christian Record*.

INDIANA ASBURY UNIVERSITY.—The Catalogue of the Indiana Asbury University shows that the whole number of students last year was 254, of whom 107 were in the preparatory department. This Institution has a library of 10,000 volumes. There are two Literary Societies, the Platonean and Philological, their halls are well furnished and supplied with libraries numbering each about one thousand volumes. Permanent scholarships are sold for \$100. There will be considerable change in the Faculty of this Institution next year.

WANTED!**WANTED!****WANTED!**

In every part of the West, active, reliable men and women to aid in the sale and introduction of Pelton's and other Outline Maps, Anatomical and other Charts, Globes, Apparatus, Furniture, and all other articles needed in schools of every grade.

Valuable premiums, among which are Webster's Unabridged Dictionary, (Pictorial Edition,) Lippincott's Pronouncing Gazetteer of the World, are offered to purchasers of Pelton's Outline Maps, and liberal compensations will be made to all who aid in securing sales.

For further information call on the subscriber at the book store of D. B. Cooke & Co., 111 Lake street, or at his residence 305 West Randolph street, or address, by mail, aug. '60.

JOHN H. MOLFE, P. O. Box 2509, Chicago, Ill.

LITERARY NOTICE.

One of the most interesting and useful publications which comes to our sanctum is the *Scientific American*, a weekly publication devoted to popular sciences, new inventions, and the whole range of mechanic and manufacturing arts. The *Scientific American* has been published for fifteen years, by the well-known Patent Solicitors, Messrs. MUNN & Co, 37 Park Row, New York; and has yearly increased in interest and circulation, until it has obtained, we understand, nearly 30,000 subscribers, which is the best of evidence that the publication is appreciated by the reading public.

To those of our readers who may not be familiar with the character of the paper, we will state some of the subjects of which it treats. Its illustrated description of all the most important improvements in steam and agricultural machinery, will commend it to the Engineer and Farmer, while the new household inventions and shop tools which are illustrated by engravings and described in its columns, with the practical receipts contained in every number, renders the work desirable to house-keepers, and almost indispensable to every mechanic or smith who has a shop for manufacturing new work, or repairing old.

The *Scientific American* is universally regarded as the inventor's advocate and monitor; the repository of American inventions, and the great authority on law, and all business connected with Patents. The Official List of Claims, as issued weekly from the Patent Office, in Washington, are published regularly in its columns. All the most important Patents issued by the United States Patent Office are illustrated and described on its pages, thus forming an unrivalled history of American inventions.

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The *Scientific American* is published once a week, (every Saturday,) each number containing 16 pages of Letterpress, and from 10 to 12 original Engravings of New Inventions, consisting of the most improved Tools, Engines, Mills, Agricultural Machines, and Household Utensils, making 51 numbers in a year, comprising 832 pages, and over 500 Original Engravings, printed on heavy, fine paper, in a form expressly for binding, and all for \$2 per annum.

A New Volume commenced on the 1st of July, and we hope a large number of our townsmen will avail themselves of the present opportunity to subscribe. By remitting \$2 by mail to the publishers, MUNN & Co., 37 Park Row, New York, they will send you their paper one year, at the end of which time you will have a volume which you would not part with for treble its cost. The publishers express their willingness to mail a single copy of the paper to such as may wish to see it without charge.

THE

Indiana School Journal:

INDIANAPOLIS, SEPTEMBER, 1860.

VOL. V. J. COLEGROVE, Editor for Sept. NO. 9

DIURNAL REVOLUTION OF THE EARTH.

Although astronomers have perceived, during the past three hundred years, in the motions of the celestial bodies, clear indications of the diurnal revolution of the earth; yet the earth itself had not clearly revealed that fact until within the past ten years. It is true that the spheroidal shape of the Earth, as determined by measurement of its surface, in connection with the hypothesis that it was once in a fluid state, affords a strong argument that it revolves upon an axis passing through its center, but it was reserved for the movement of the pendulum to *demonstrate* the fact.

It will be remembered that M. FOUCAULT, in 1857, observed that a pendulum would not vibrate for any considerable time in the same plane, but would gradually deviate from the plane in which it was started, and, if kept vibrating, the plane of vibration would make an entire revolution in a greater or less time, depending upon the latitude of the place, the time of a revolution varying inversely as the sine of the latitude.

As a pendulum always vibrates upon a great circle of the Earth, the ordinate to the axis at one extremity of the arc will always be greater (except at the equator and poles) than the ordinate at the other extremity. Therefore if a pendulum commence its vibrations at that extremity of the arc where the ordinate is the greatest, and at the same time the Earth be assumed to be in motion upon its axis from west to east, the eastward motion of the pendulum, which will correspond with the eastward motion of the extremity of the arc

at which the pendulum commences to vibrate, will be greater than the eastward motion of the other extremity of the arc, and therefore when the pendulum arrives at the other extremity of its arc of vibration it will fall eastward of the point where it would have arrived had the earth been at rest on its axis, and as the same results at each vibration it may easily be shown that the plane of vibration will revolve in different latitudes in times varying inversely as the sine of the latitude. As this result corresponds exactly with the observed facts, the demonstration that the earth revolves upon an axis passing through its center, is complete.

But the visable phenomena resulting from the earth's motion on its axis are not confined to the motion of pendulums, for all substances whatever which, while moving near the surface of the earth, change their distance from its axis do in like manner indicate that the earth has such a motion. For instance, it has been observed that the great rivers in the north of Europe are continually undermining their right banks without any obvious cause; a result however which would necessarily follow if the earth has a revolution upon its axis from west to east.

NEWVILLE, IND. 1860.

JOEL E. HENDRICKS.

BOTANY.

Every science has its history,—its origin, its growth, and its approximation to the strength and beauty of completeness. At first, mere accident may give birth to a crude idea, which, coming in contact with active thought, becomes a germ of real life, expands under its influence, assumes a systematized form, and stands henceforth a stereotyped reflection of nature and coexistent with her.

If we should trace the development of our present beautiful science of Botany, from its small beginnings down to the present state, we would have before us one of the finest illustrations of the expanding influence of mind, and of the progressive development of thought when concentrated upon one subject.

The early history of plants is blended with mythological legends;

as they are related to have a mysterious origin, and to possess wonderful medicinal properties. It is recorded that the Narcissus, which bends its head over the stream, was originally a youth, who in such an attitude became enamored of his own beauty; that the Hyacinth sprung from the blood of Ajax, who slew himself; that the beautiful Lotus of India is the chosen sect of the Goddess Lackshmi, the daughter of the Ocean. The healing power of plants was so wonderful that the dead could be restored to life. Theophrastus, the first known Botanical author, speaking in regard to the directions, of the drug-sellers and wood-cutters of his day, for gathering plants, says: "Some may be too fantastical and far-stretched; as the drawing of the sword three times around the Mandagora, and then cutting it, looking toward the west; and the marking of a line around the Hellibore, standing toward the east and praying, avoiding eagles on the right hand and on the left, for they say if the eagle be near the cutter will die in a year." But even Theophrastus thought it might be well to gather some plants standing from the wind with body anointed, some by night, some by day, and some before the sun falls on them. But enough of mythological Botany, we will now pass to it as a science.

Steps were undoubtedly taken toward some classified arrangement of plants at a very early age; for we know from most remote records that the vegetable world was ages ago the subject of much thought and admiration. It is recorded of the "wise man," that, "he spake of the trees, from the Cedar tree that is in Lebanon even unto the Hyssop that springeth out of the well." Theophrastus speaks of the Greeks of his day as being interested in the study. Aristotle, the philosopher, wrote a treatise on plants, which, though lost, is doubtless fully supplied by his successor Theophrastus.

The science in its development passed from the Greeks to the Romans, and during the dark ages, slept securely in parchment, gleaming occasionally in some monkish cell, or with the Nestorian Exile gathering a few facts in Arabia or China, and at last culminated in Germany, the land of vigorous, productive and progressive thought.

Leading in the rank of German authors, appears Gessner, to whom is assigned the first great step in systematic Botany—the establishment of plants into Genera. Then follows Carsalpinus, who took the second step,—the division of Genera into Species. He is termed, by Linnæus, the founder of Botany. After, as the study of Botany became more general throughout Europe, different systems of arrange-

ment arose; some based on the fruit, some on the corolla, some on the calyx, and in other ways. Then comes Linnæus, the reformer, who establishes a complete system, depending upon the flower, termed the Artificial system. This, by its simplicity and beauty, and the natural advantage of being based upon the most attractive part of the plant, gained universal admiration and adoption.

It remained for a long time the prevailing system of classification. But the march was onward—soon difficulties and confusion arose.—As the search of the Botanist extended, the plant list increased, until it doubled and thribbled, and the once peaceful families of Linnæus had to acknowledge strange members, between whom there was scarcely a trace of affinity.

The well informed Botanist saw the necessity of a more thorough and complete system. It only remained for Bernard de Jussien to mark the starting point, and the natural system, as if by an internal strength of its own, made a sure, steady advancement, in spite of the opposition of the warm defenders of the Linnæan system. It seems less a system contrived by man than an expression of nature.

Plants are found to be divided into two distinct classes, the flowering and the flowerless—the Phenogamous and Cryplogamous. Here the natural system makes it great starting point. On a close observation of the Phenogamous plant, two distinct and prevailing characteristics are noticed. It is in the manner of growth. The Endogenous, represented in trees by the Palms and Dates, or by our Indian corn, increase in size by an internal growth, expanding from the center of the trunk or limb outward.

The Exogenous, represented by our common trees and shrubs, grow in an opposite way, by the yearly formation of a new layer externally. This difference is observable even in the young plantlet; the first class having but one seed leaf (Monocotyledenous); the second, two (dicotyledenous). It was the notice of this fact that gave birth to the idea of a natural system. We may mark this classification of Nature, herself, by several distinguishing characteristics, the first appearance of the plant, its general form, the manner of growth, and even by the distribution of the frame work of the leaf, the veins being parallel in the first class and netted in the last.

No one can fail to behold the beauty and completeness of these primary divisions, for they are of nature's own making. We would not enter into the details of the division of series and classes, classes into sub-classes, these into genera, and the genera into its species.

Every school-girl knows or may know them. Nature has opened wide the book and the genius of man has formed an *index* to this stupendous volume, which enables us conveniently to refer to its otherwise confused records. And who would not wish to trace the handwriting of his Creator in this department of his works?

"But, Botany," says one, "affords only an effeminate gratification, suited only to the weak and sentimental. It may do for a young-lady-accomplishment, or for a recreation from severe study. But to give one's self up in sober earnestness to the investigation of a subject so shallow that the counting of a few stamens and pistils is the most philosophical process, seems absurd."

But hasty conclusions spring from surface thought and surface knowledge. That person, who feels himself too intellectual to become interested in the study of plants, needs to be informed a little not only in regard to the nature of the study, but, and we would say it in *italics*, needs to be told the necessity of an acquaintance with the natural sciences. He who acquires alone stern and abstract truths, has none of the adorning graces of mind so in harmony with nature. Like the far stretched sandy desert, so is mind without the beauty and life imparted by the study of nature; it may have its mountainous heaps of dry, sandy, accumulated facts, which may relieve the monotony of barrenness; but we find no well springs of life for the fevered mind, no secluded bower of rest in life's toilsome journey, and none of that ever-changing, pleasing beauty, seen in nature's verdant landscapes.

HOME EDUCATION.

We may have many labored essays on the duty, responsibility and qualifications of teachers. Enough has been said to produce a quaking among them, and the newly enlisted in the army of teachers—young, inexperienced and undisciplined—fear as they enter the door of the little log-cabin school house that they will be vanquished by a dozen saucy tow headed boys, or a group of little shy half grown girls. But we care not how well qualified the teacher may

become, or how sensibly he may be made to feel the weight of his responsibility, we think it would be well if the artillery of authors was pointed in a different direction, at least for a time. In the rear of the army is a reserve guard, which should not be permitted in an uncertain struggle to rest idly, but should be brought into action and made to do their part in the contest. We refer to parents. We like the terms responsible, qualified, action, diligent, &c., applied to teachers, but want the same applied to parents. We would at least have them feel that they are co-workers in the education of their children and not mere overseers or employers of others who are to do the whole work.

We have little dictionaries with their brief definitions; so is the mental vocabulary of some with whom the term education means only "book learning;" but for important terms we like the unabridged and complete. Then let us take Webster's definition in full:

"Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper and form the manners and habits of youth, and fit them for usefulness in their future stations."

Webster is good authority, and he says education relates to the manners, the character and the habits, as well as to the understanding. And do not parents require more of the teacher than the mere imparting of instruction? He must preserve order, check rudeness and inculcate wholesome morals by precept and example. It is here the teacher needs assistance, for these are his most difficult tasks. It is much easier to solve a problem in mathematics, than to adjust amicably the schoolboy quarrels, much less difficult to make a child perceive the agreement or government of words, than to make him understand his social relations and his moral obligations, that he may both agree and be governed.

How ineffectual is the influence of the teacher if it meet a counter current at home. Reprove a boy for swearing whose father swears in his presence and will not the reproof glide from the boy's mind like oil from a varnished surface? Attempt to check the turbulent disposition of a scholar who is accustomed to broils at home, and how far beyond your eyesight will gentleness characterize him?—Try to counteract the evil influence of jealousy instilled in the mind of a child at home, and can you convince such a one that every laugh is not a jeer at him, and every whispered word not something concerning him? Every shade of moral influence at home is a stone

well masoned in the great structure of character which will stand in after life as one erected to the honor or disgrace of the parent.

And let fathers and mothers remember that it is the little acts of life that speak to the mind of the child. An incident once came under our own observation that left its impress on our memory, and we doubt not on that of the child also. A little boy needed a new book, and not doubting but that the father (who was wealthy) would willingly purchase a ten cent book when necessary, it was handed to the boy to take home with the request that he would tell his father what the teacher said about his needing it. The little fellow went off delighted with the prospect of a new clean book, but what was our surprise the next morning after commencing school to see the little fellow approach us with tears running down his cheeks, sobbing so he could hardly speak, as he handed us the book, saying his father said he would'nt let him have the book "till he could see about it for he didn't believe the teacher said he needed it." What! tell the child he had no confidence in him! What surer way to destroy all truthfulness? The influence of home manners and home conversation, how they leave their indellible impressions. The habits and the speech of children how much soever covered in after life are always detected in the man. Many an awkward gesture, many an awkward sentence can be traced back to the nursery, which the persevering effort of years has failed to correct; as person once laughingly remarked, "he might repeat to himself the principal parts of the verb to go, every hour in the day, and yet he invariably would in conversation say, "has went."

The branch *industry* must be taught at home, and, depend upon it parent, without this for a foundation your child will ever build upon the sand. Keep your children healthfully employed always. We know some say that laziness is constitutional, and one of the laziest men we ever saw said it was a disease, and he had it; but we believe there is more truth in saying it is a habit. Our observation confirms this, for we never knew a man or woman to become indolent who was trained to industry in childhood. There is one class of educators with which our country abounds, and so many of our youth are under their influence that we wish we could warn in trumpet tones every parent from Maine to California against them. We speak of our street educators. Would the good father know why his boy is daily getting farther from the circle of his influence and control? Let him ascertain where he spends his evenings and in what

company and his inquiry will be answered. But the sin is not altogether the child's, he was permitted to form a taste for the streets when something better might have taken its place. Let parents make home attractive to children, which may be done in a thousand ways, and they will then turn to it as to their natural magnet. But there must be cheerfulness at home and amusement there to suit their feelings; and rarity to suit the nature of the child. Judicious parents them will never lack ingenuity to make home attractive; better let romp over the parlor carpet and play ball to the great danger of the looking glass, if necessary to avoid street education, this worse than pestilence, and as contaminating to the soul as this is to the body.

In all things preserve integrity, and the consciousness of thine own uprightness will alleviate the toil of business, soften the hardness of ill success and disappointments, and give an humble confidence before God; when the ingratitude of man, and the iniquity of the times, may rob thee of other reward.—*Paley*.

WHAT IS LIFE?—The mere lapse of years is not life. To eat and drink, and sleep—to be exposed to darkness and the light—to pace round in the mill of habit, and turn thought into an implement of trade—this is not life. In all this but a poor fraction of the consciousness of humanity is awakened, and the sanctities still slumber which make it worth while to be. Knowledge, truth, love, beauty, faith, alone can give vitality to the mechanism of existence. The laugh of mirth that vibrates through the heart, the tears that freshen the dry wastes within, the music that brings childhood back, the prayer that calls the future near, the doubt which makes us meditate, the death which startles us with mystery, the hardship which forces us to struggle, the anxiety that ends in trust, are all the true nourishment of our natural being.—*Exchange*.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

The Principle of Utilitarianism—Visit to the Girls' Schools.

HALLE, GERMANY, 1860.

The system of instruction pursued in the gymnasium is undeniably great. It is natural, philosophical and moreover successful. But it seems to me that the German genius for education well nigh exhausts itself here, and unhappily the gymnasium is only a small part of the whole. It is true no teacher who has not passed a rigid examination is admitted into any department, and that, consequently, though the circle of studies from the Real School, which stands next in dignity to the gymnasium, down to the Free School, the least and lowest, grows narrower and narrower, as the future vocation of the boys is humbler and still humbler, the instructors are always competent and thorough. It is true too, particularly in the Real School, that the subjects of study are various; Latin is taught to some extent, French and English, Mathematics, and in every grade of the school, music. It is true, moreover, that religious instruction is carefully given; that in the higher classes doctrinal points are freely discussed, while in the lower Bible-History receives close attention. But, notwithstanding all these favorable points and many more that might be added, there is one evident deficiency—and this is not in the teachers, nor the mode of instruction, but in the idea on which the whole thing stands. The development of true manhood is no longer the object, but the forming of a man for a certain business; the making of a good carpenter, of a good blacksmith, of a good saddler, in short of a good hand for some mechanical employment. Not that the trade is taught in the school. Far from it. Yet what each boy is to be stands directly before him, and from time to time, as if to prevent the danger, (a danger that does not often assail boys) of loving and pursuing learning for its own sake, he is reminded of the speciality for which he is in training.

In one of Bulwer's novels there is a character which is formed and controlled by the popular maxim, first put in popular form perhaps by Bacon, that, Knowledge is Power. Exactly this is the principle of these schools, and if the character formed in them is not hard, cold, selfish and daringly devoid of a sense of right, like that of Randall in the story, it is because the school cannot succeed in conquering the tender and affectionate German

nature, and because it can and does succeed in subduing, if not in breaking the spirit of independence. Certainly, the system of education that is strictly utilitarian is narrow and narrowing in all its tendencies. The teacher who imparts knowledge as he would prescribe toil for service, is, it may be ignorantly, but none the less truly, a traitor to his calling.

"We get no good

By being ungenerous, even to a book,
And calculating profits: so much help
By so much reading. It is rather when
We gloriously forget ourselves, and plunge
Soul-forward, headlong, into a book's profound,
Impassioned for its beauty and salt of truth—
'Tis then we get the right good from a book."

Now, let us leave general reflections, boys and boys' schools, and make a running visit to the girls, where we find the masculine principle, Knowledge is Power, softened, for the benefit of the weaker sex, into Knowledge keeps out of mischief. And first into the preparatory department of the High School. Here a lady whose kind face and pleasant voice assure us we are not intruders, is examining some forty little Hedwigs, Berthas and Clarchens, on the "History of our dear Savior." The little ones are all aglow and sparkling; they quiver from the tips of their raised fingers to the ends of their toes with interest and excitement: each one wants to tell the whole story, and the teacher has much ado to divide the recitation fairly. She is even obliged now and then to appeal to the rod, which, in common with all primary teachers in Europe, as far as I have seen, she carries in her hand. But this little stick is rather a make-believe affair, and the offender might at any time kiss it without compunction. The story of Jesus is never more beautiful than when told by an infant voice, and we feel inclined to stay through the hour with these little creatures; but let this glimpse suffice.

And now across the open court to the Middle School, where girls of a lower standing in society are taught. The qualifying words, High, Middle, &c., refer, as you know, not to intellectual attainments, but to position in society. In a larger and more crowded room than the last, we find little girls about two years older. They are singing, now all together, now four little ones alone. Many an American young lady, whose father has paid hundreds of dollars for her musical instruction, might blush to hear these children. Their teacher, a gentleman, is as kind as the lady in the first room, and much more playful. "Do you like dolls?" he suddenly asks, after an echo song in which the select four have performed to their own and every body else's admiration. A curious question to be asked of girls eight years old, and in the middle of school! But they understand it, and, while they laugh out freely, their hands seize on and twist, according to one model, handkerchiefs, aprons, hair-ribbons, corners

of sacks, anything and everything. A few favored ones even find real dolls, with cheeks very red and eyes very wide open. In a moment fifty careful mothers stand before us, and there is a general hush, for all their babies are going to sleep. With faces composed and matronly, and voices quite subdued, they sing; "Sleep, baby, sleep," or some such nursery song. We were as much amused here as we were interested in the little Bible class, but we must go, and, as we pass out, the children, who, according to the command of their teacher, have varied their position with every song, now rise, and in one voice bid us "adieu."

In the room we enter next, we find a geography class of girls about twelve years old. While they puzzle over a large map on the wall, which is evidently only a confused jumble of crooked lines, straight lines, and circles to their ignorant and careless eyes we look at the geography, in which they are supposed to study. It is an uninteresting volume containing little more than statistics and outlines. We don't blame some for not knowing their lessons.

Now look to the High School and into the room of young lady graduates. But do not let the word graduate excite your imagination. In the first place the girls are very young, not more than fourteen, or at the most eighteen; then though they entered school doubtless as bright and beautiful as their little sisters who told us the story of Jesus, their range of study has been very limited. Everything classical, everything relating to Natural Science, except perhaps, Natural Philosophy in a very diluted form has been carefully kept without their reach, yet effort has been made to acquaint them with two modern languages beside their own, and with German literature. We are fortunately in time to hear them read some from Schiller's beautiful and spirited drama of WILLIAM TELL, and—we hear them read. But it is very peculiar reading, entirely indescribable. They drawl, whine, mutter, chew their words and spit them out brokenly, or swallow them whole sending forth only guttural sounds which our unpracticed ears are entirely unable to shape. Now and then the monotony is interrupted and we are interested by the intelligent criticisms and explanations of the teacher, but with the exception of one bright Jewish looking girl, the class is never interested. The occupants of the front seats preserve a deep and dignified stupidity; while those who are comparatively hidden retain or cultivate some degree of vivacity by pressing slips of paper which they have rolled into a faint resemblance to the human frame, on the desks in front of them and watching them rebound. If we wish to hear these girls sing or if we look at their drawings we shall forget their stupid reading and their silly amusement, so we will depart at once while our souls are filled with righteous indignation.

As we proceed on our way home one thought presses on our mind, it is the painful contrast between the youngest and the oldest classes, painful because so decidedly in favor of the little ones. We speak of it to th

teacher of the latter as she overtakes us. "Yes," she says, looking pleased, "and therefore it is that we must become as little children." She is satisfied that it is all right and natural, but we are not. It is not right or natural that girls should outgrow the innocence and artlessness of childhood without ever attaining to anything of the sensibility, the delicacy, the keen and quick perceptions, and the lively sympathies which belong to true and cultivated womanhood. And there is only one explanation of the wrong. It is in the fear that a wider range of study will destroy a woman's womanliness. Under the influence of this fear, the girl's mind, which needs to be excited and encouraged and goaded on to labor as truly as the mind of her brother, is hemmed in, and shut up, and stupefied, and if it grows at all, it must grow coarse and dull. Of course I give here but the general rule and the general influence. There are many noble exceptions but of these I will speak in my next letter.

M.

SCHOOL EXAMINERS—THEIR APPOINTMENT AND DUTIES.

In the February and March numbers of the JOURNAL, we offered some reasons why examiners, with rare exceptions, should be practical teachers. This we firmly believed then, and firmly believe now, to be the true policy; but in addition to this we believe some other things concerning Examiners.

Some of these things are: 1st. *That Examiners should not be appointed by County Commissioners, but elected by District Directors.*

. Reasons for this: 1st. Negatively; the duties of Commissioners are in no wise connected with the Examiner and his duties. After the appointment their connection dissolves, hence they (the Commissioners) lose sight of their appointees. This is unusual and objectionable.

2nd. If it be the true policy to have practical teachers for Examiners, Commissioners, as their acts clearly show, are not always the men to carry out this policy.

But affirmatively, and in favor of election: 1st. The Directors are officially related to the Examiners. The Examiner sits in judgment on the qualification of every teacher in the county, and gives said teacher a certificate of said qualifications. This certificate the teacher carries straight to the Director, and holds it as unequivocal evidence of his ability to teach the school over which this Director presides. The Director takes

as evidence, (or would do it, all were examiners conscientious and capable) hence places said teacher in charge of said school. But under the system proposed, viz., election of Examiners by Directors, the certificate would be regarded as evidence, because proceeding from men whose capability the Director knows, or is presumed to know, he having assisted in giving them their official existence. Here then is the relation close and important between Director and Examiner.

2nd. This would operate well upon the Examiner. His work goes straight to the men who gave him his official position. This is democratic and salutary, but at present it is the direct reverse; hence the objection to appointments by Commissioners.

As to time of these elections, we would suggest the annual spring elections as being convenient, free from political excitement, and giving the Directors an experience from October till April. The Examiner thus elected, so far as we can now see, should hold his office two years, thus securing always one, at least, with a year's experience.

2. Duties. Since we have not county Superintendents, and cannot have for some years, we are of the opinion that the duties of Examiners ought to be so extended as to make them, in some sense, and to some extent, County Superintendents, or, if the phraseology be more acceptable, a County Board of Education. A part of these duties would, most likely, be to visit, so far as practicable, the schools in the county, to encourage, and, where appropriate, to aid the teacher by suggestions and cautions; also, to compare his ability as exhibited in the school room with that exhibited in the examination room.

Another duty would be the encouraging and aiding in organizing and sustaining Associations and Institutes. This latter duty is of grave importance, it being, for the last two years, largely, not to say ruinously, neglected by the State Superintendents, the statute to the contrary notwithstanding.

It is probable that, for this additional labor, Examiners would have to be paid something. We leave the matter of pay or non pay, however without discussion, it being extrinsic to this article.

Further under *duties*, we believe that both thoroughness and convenience demand fixed days for examination, the Examiners, so far as practicable, all being present. 2. That certificates *should be graded*, indicating clearly the teacher's ability in each branch, also his average ability in all; 3. That the examination should extend not only to the teacher's *Scholarship*, but also to his *administrative* and *teaching* ability, this latter, as the former, so far as possible, being indicated on the certificate.

In behalf of the last two positions, we would say, in general, that the Director and community would have something definite upon which to act—under the present system they have not. The certificate, in place of saying *generally*, as now, "having duly examined A. B., we find him

qualified to teach the branches of a common school, &c." it would say *specifically*, that A. B. stands in Orthography, 70 per cent.; in Reading, 60; in Penmanship, 50; in Arithmetic, 75, &c. Thus the teacher of experience, and scholarship would have something tangible and real to oppose to the hollow claims of the ignoramus who is competing for the same school.

Such are *some of the other things, we believe*, concerning Examiners, their appointment and duties. Of course, some of these views pre-suppose a change in the statute, but this can most likely, when desirable, be effected by the exertions of teachers. We modestly submit these sentiments hoping they may call the attention of others to a subject which, if we are not in error, is important to the success of our school system.

G. W. HOSS.

NECESSITY OF COMPETITION.

Extract from a Discourse delivered before the Young Men's Christian Association, Indianapolis, by Rev. G. P. Tyndell.

In all professions and trades certain contending forces are brought into play. There is a trial of sagacity, strength, energy and perseverance. It is, considering how men differ, all but impossible but that somebody will be surpassed, beaten, thwarted, and that is not pleasant. "He who rises in any profession treads a path bedewed more or less by the tears of those whom he passes in his ascent." One soldier, by his talents and activity, may rise to the post of commander, and give orders to his fellows: "the industrious and skillful physician absorbs the practice of the dullard or the empiric; the lawyer, whose logic is a Damascus blade, and who wields it like an Arabian, condemns his heavy-eyed or careless brother to starve." There may be no envy, no hate, but there is excelling.

So in mercantile pursuits, not simply one but a variety of talents make up the highest success in that business; quick and accurate judgement of goods in buying, quick insight into character, address to deal with men your equals in social position, and the talent for governing, to direct those in his employ, and many other qualities, so that there is no wonder that in the sharp competition of trade, when the immediate reward of success is money, so many fail, so few succeed.

Where would labor be but for this great stimulant competition? The industry and enterprise of the world is largely indebted to it, and they who would destroy it and reduce all to a dead level, would make society

like the stagnant pool when a dam has converted the running, refreshing stream into a malarial pond. Providence offers rewards to excellence; God Himself pays men for excelling.

One boy in the class studied harder and attended more critically to the instruction of his professor than the rest; in after years his eye saw a gold vein when other men saw only clay. Providence rewards him:—he knows what soil his farm is made of, and what grain and fruits it will produce in greatest abundance; again Providence rewards him. He most profoundly studied political economy, and the great principles of human rights and governments, and he suggests the wisest state policy, and again, at the hands of applauding countrymen, Providence rewards him.

And can any honorable man ask less of his competitor than an unsparing use of all his capital and all his talents? That would be childish cowardice. In all this Providence puts spurs to indolence and improves the business of life. Where would have been the countless inventions of our people but for this?

A MOTHER'S ANXIETIES.

When sons reach the age at which they go into society, parents always feel deeply solicitous for them; for they know that society, in this world, has many webs which are woven with silken thread, to ensnare the young; they know how easily they are caught in their skillful webs; how certainly these webs hold their victims, the power of the enchantress, and how difficult it is to break the spell by which she binds: they know the skill of the charmer, how numerous are his arts, how hard it is to escape them. The exuberant spirits of youth, the restless, irrepressible vigor of all the social feelings, and appetites, and passions of human nature, which are then developed, in connection with all that there is in the world to raise that vigor to greater strength and energy, to inflame their feelings, gratify their appetites, and feed their dangerous passions—in all this there is ample ground for parental solicitude. The dark specter of late hours will haunt that mother's thoughtful moods; the horrid monster, intemperance, will show his baby fingers to her quick eye in the slightly flushed cheek of her precious boy, as he comes home a little excited. She knows every expression of that face which she has watched and greeted, and received light from, and poured light into, from infancy. Its light can not change its color without her knowing the most delicate shade. Those speaking eyes can tell her nothing but the truth when she looks into them, and the heart beatings of that noble son can not change their pulsations but she shall feel somewhat of the derangement.

[For the Indiana School Journal.]

THE HOPE OF OUR SCHOOLS.

So much has been said and written about our School system, and so many efforts have been made to render it practically what its founders intended it to be, that all other means are too often forgotten or neglected, and the friends of common schools, discouraged by the sluggish workings and lame results of their favorite theory, are beginning to doubt the correctness of the idea upon which the State assumes the position of general educator. All believe that provision in our Constitution for a general diffusion of knowledge and learning to be a noble and generous measure, and a correct principle in the main, but some way or other the funds thus provided continue to miss the persons for whose benefit they were designed, and, in fact, diversion, perversion, or *absorption* in some form or other, of all such funds has become so common, that we have almost ceased to expect anything more, from that quarter, than the pittance which gives us schools two or three, possibly four months in the year.

The reflection, that the school fund belongs to the children—that the fund is large enough, if properly applied, to sustain the schools five or six months in each year, is not calculated to induce men to put their hands very deep into their own pockets to pay for that which ought to exist without individual support. They know the importance of having good schools, wherein to educate their sons and daughters for the pursuits and duties of life; but knowing, also, that there is, or should be a sufficient revenue in the coffers of the State, and trusting the “promise made to the ear,” they have waited patiently year after year to have it painfully “broken to the sense.”

It is natural and right that the State should educate its children;—the State itself is better for doing it. Man is better for supporting his children; children better for being supported by their parents; and this is as true in respect to education as in respect to material subsistence. Still, those of the human family who possibly can, should be, in all respects, self-sustaining; and the principle will apply as well to governments and corporations as to individuals. It is the glory of a State that it can so eliminate and apply its own resources as to be able to carry on all its departments successfully, actively, healthfully; to grow and develop in enterprise, in wealth, and, above all, in intelligence, and the State which does this has a guaranty of perpetuity and greatness which more wealth can never give. Popular intelligence is the sub-stratum of material wealth and spiritual well being. This was the leading idea in incorporating our educational system into the organism of the State, and if the system has not been carried out as intended, it is more the fault of the ad-

ministrators of the law, than of the system itself. The necessities of the case, however, are not obviated, and we look to smaller corporations, cities and towns, and ask for them the right to do what the State could not, the right to support their schools by municipal regulations as long as they see proper. But this, we learn is unconstitutional, so that, for the present, there is but one way left: *our schools must be self-sustaining.* The question must be narrowed down, and the principle of self-sustenance carried out in the district. The ability will follow the will. While our system of taxation fails to provide for the support of our schools, we must be willing to supply the deficiency from our individual pockets. The burden will be lightened as the increasing wealth of the State makes the general system more efficient.

Thirty scholars and one dollar per scholar per month for eight months, in addition to its portion of the public funds, will sustain a good district school, and in the hands of a good and faithful teacher will bring out results that tell a most gratifying per cent. of gain on the investment.

Let this plan be pursued in our schools during the approaching sessions—let the district unite and secure a live teacher; one who is earnest in his work and appreciates fully his responsibility, who is willing to devote his time, his talents and all his powers to the elevation of his profession and a cheerful performance of all his duties. All neighborhoods will not do this, but the light that will go up from those that do so, will encourage others to follow on, and they will yield, sooner or later.

The hope of the schools of Indiana is in the teachers and parents of the children who form the school; their elevation rests with them. The great work of reform must commence and be carried on with the children under the successful teacher.

H. H.

ELIZABETH BENDER.

It was one of her resources to plant herself at the window of the bookseller's shop in the place, to read the open pages of the new publications there displayed, and to return again, day after day, to examine whether by good fortune a leaf of any of them might have turned over.

REPORT ON PRIZES—*Continued.*

BY O. PHELPS.

We have now reached a point in the discussion of this subject where we desire to group together the affirmative arguments in favor of prizes. We shall be compelled to some recapitulation, in brief, of thoughts already elaborated in the former part of this report.

1. Prizes awaken a deeper sympathy between the teacher and the pupil, and also between the teacher and the parent.

2. As love begets love, so does liberality beget liberality; and the teacher who gives prizes in school so as to reach even all who are worthy, will seldom lose anything thereby.

3. Where prizes are given, examinations are usually better attended, and are, therefore, almost necessarily more interesting and useful.

4. The use of prizes in a school often entirely prevents the use of corporal punishment.

5. Prizes promote earnestness and intensity of mental labor.

6. Prizes have a natural and necessary tendency to cause great thoroughness; and, where the habit is well fixed, it will remain, though the cause is removed.

7. The prize itself may be a useful book, in which the child will take vastly more than ordinary interest, and the good influence of a volume read and re-read under such circumstances may be incalculable.

8. All teachers are not formed in the same mold, and cannot work in the same system, hence, many of those who are now useful and successful in an eminent degree, would perhaps fail if prizes were condemned and banished from common schools and college halls. Leave us, therefore, free.

9. Prizes are a safety-valve for the young, through which the love of excitement, and of contest, can find a *useful* manifestation, instead of a perverse one.

10. As prizes are immensely useful out of school, may we not present the argument of analogy, and ask why they should not be useful at school?

11. Many of the prize productions at college have been of substantial value to science, agriculture, and the arts. The prize essays are an ornament to the language, and are peculiarly noticeable and meritorious for

the lofty and sterling moral tone which pervades them. "Men do not gather figs of thorns."

12. Prizes give that ready and tangible stimulant which so many natures deeply need to enable them to overcome temptation, and thus, by a little timely aid, they are rescued and preserved. There must be some power wanting when young men go to ruin, and it is plainly the want of sufficient stimulant on the side of virtue.

13. The prize system does much to encourage students in the noble desire to please their parents at home.

14. The effects of prizes are permanent. They are mementoes of individual history, which, in after years, amid the disappointments and anxieties of an adverse fate, may serve to revive the drooping courage.

15. Prizes tend to establish a high standard of character, and inspire a thrilling desire to maintain it. A prize is a sacred talisman of virtue; it is a keepsake which serves to fortify the heart against low affections; it is a faithful sentinel of noble deeds; it is a monument of victory in some worthy struggle, and still points us onward.

16. Prizes are a valuable legacy to our descendants, more hallowed far than any purchase made by wealth can ever be. On children they must exert an influence most excellent and benign, when thus remaining as hereditary treasures, from one generation to another, whispering their impressive lessons of earnest perseverance and of high endeavor.

In a mother's scrap book, we traced the numerous evidences of her teacher's approbation; we saw the carefully preserved tokens of fidelity to study in her early life, and these awoke a warm glow of emulation. Who will claim that the emotion was an injury? Who will deny that it was ennobling? Who will affirm that it is not safer to "teach by example than by precept?"

17. Prizes greatly increase the strength and zest of other incentives; they add new relish to the joy which the unfolding of truth awakens in the inquiring mind. The more motives we can unite together, the stronger and more endeared to us will each become. Motives act upon and react upon each other. In the mental and moral world their influences are as much reciprocal, as in the physical. The dew on the plant assists the sunbeam in promoting fullness, and vigor, and perfection for the flower and the fruit. All motives to worthy acts are bright, essential links in that chain of causation which has conquered the demons idleness, obstinacy, rudeness, profanity, vulgarity and intemperance; which has destroyed the entire web of evil habits, the love of inferior pleasures and the despotism of ignorance; which has substituted instead, a taste for intellectual rivalry, a quenchless thirst for mental culture, an earnest and generous and fraternal emulation in the good work of moral improvement, until, at length, the wayward youth has gone out from the school room disciplined, disenthralled, girded for a stern life encoun-

ter with the hardships and vicissitudes which must await him.

18. Every innate and irrepressible passion of human nature was given to us for good and noble purposes; but in early life only can our passions be safely guided into right channels of activity, and attain a healthy and well directed growth. They are so many propelling forces which should be invariably enlisted in the cause of improvement; they are the governing, self-moving, inextinguishable elements of man's nature. Before habit is formed they may be molded and disciplined, but *never can they safely be ignored or stifled*; if not arrayed on the side of virtue and progress, and afforded a sound, healthy culture, they will be marshalled in monstrous form where vice, and crime, and degradation hold their fearful orgies. Prizes in school appeal powerfully to these eminently useful, though very formidable forces of human nature, and thus win their hearty co-operation in that upward and onward career where knowledge and virtue go hand in hand. Prizes are therefore often valuable, and sometimes seem indispensable to the perfect triumph of industry over indolence, of lofty pursuits over low ones, of the educator over the tempter, of good over evil.

Before trial, human nature exclaims in the language of Hazeel, "Is thy servant a dog that he should do this great thing?" But the boast is vain, for the hour of temptation has its history yet to reveal. A repenting Peter is far better fitted for his mission of usefulness than before he proudly yet ignorantly asserted, "though all men shall be offended of thee, yet will I never be offended." Hence, the effect of prizes in exhibiting what is in the disposition, so far from being an objection is a great desideratum in education. They are eminently calculated to bring under the direct observation of the careful parent and the thoughtful teacher many traits of character in the youth which it is of vital importance should be known early, so as to afford an opportunity for that training most needful to the inexperienced mind, and the want of which has ruined many in the very morning of their days.

But we have to say that prizes are far from being adequate to this purpose; we labor only to show that their undoubted tendency in that direction as claimed by opposers is so far an excellence. We need many more such influences. After all has been done there will perhaps often lie imbedded in those young hearts many dark mysteries of undiscovered evil, unsuspected by teacher or parent, and unknown to the possessor, which in the very midst of "life's fitful fever," in the "high noon" of competition, will suddenly send out their unsealed fountains of bitter, poisonous waters to corrupt society with the deadly infection of sin.

How strange that *educators* and PARENTS frequently wander so far from reason and duty as to actually avoid a knowledge of the frailties of the young, and leave to accident the course and growth of those inborn pow-

ers which make man either a demon or a saint, according to the early training they receive.

Would it were possible to make youth more fully a season of discipline and of self knowledge, so that in mature life, ripe and perfect harvests of virtue would ever crown man and be the glory of his age.

19. It is always an achievement both benign and glorious, to detach any great power from the service of brutality and dissipation where it has been almost monopolized, and employ it in the cause of virtue, temperance, and the arts of civilization. Music is such a power, education is such a power. Before the Reformation, education was almost confined to men who prostituted it to evil purposes; in our own time many have thus perverted it. Once, music was almost yielded up to the depraved and the reckless; good men feared it, and pious ministers denounced it, because the vicious employed it; it was an instrumentality which seemed to them all polluted with the gross debauchery it had been made to subserve.

But now, even music is growing in favor with the religious world, and the cause of piety is advanced, by bringing the forces which God created and which he has sanctioned, to aid in fitting man for immortality. The opposers of education are also growing fewer and less confident, yet there are many left in our State who resolutely meet us with the selfsame assertion that "education makes men rascals." Prizes meet with similar objections from men whose views are less narrow, but whose reasoning is quite as illogical, since it is in almost every particular the same. But the great central truth still survives this strange crusade, and stands out prominent and impregnable, like a mighty headland in the ocean upon which the billows break in vain, that it is legitimate to so employ every force in the universe which can possibly be made available, in working out the magnificent triumphs of education, virtue and piety, over ignorance, degradation and vice; that, also, we are not to grow virtuous, wise and holy, by fleeing from society and the evils of competition to seclusion, to convents and monasteries, but that duty leads us to "act in the living present," knowing ourselves, conquering evil, fearing not knowledge, plucking the weapons of vice from polluted hands and turning their keen edge upon the foes of human progress.

The prize system is founded upon the law that exercise produces strength, and that where it is regular and systematic from childhood, it invariably promotes a development at once robust and enduring.

Life is too often loitered away and lost from mere listlessness, because in early youth there was not sufficient stimulus to arouse and sustain activity until the habit was firmly formed for manhood. The lack of *motive* in early years is terribly fatal; how strange that educators should forget its necessity, and rely upon compulsion and authority; no wonder that so many scholars are truant, tardy, or go listlessly to school. "Men are only children of a larger growth;" men do not act vigorously without

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near and distinct motives ; why should children ? A prize for *excellence* placed before the wayward, is a "divining rod," and wherever a "buried fountain of genius or energy is flowing in the darkness below," it may bring it above into the sunlight of nobler pursuits, and awaken in each soul a new melody which "shall resound through the universe" like the echoes of an angel's song bursting out from the depths of chaos.

The prizes voted to the more advanced half of christendom, at the London Fair, were a hundred and four; to the less advanced half two. The motive power of the two divisions has, for centuries, been in just about this ratio.

HINTS FOR IMPROVEMENT.

To the Editor of the Iowa School Journal:

Allow me to suggest some particulars in which the ordinary course of study in our common schools seems to me susceptible of decided improvement. They are—

I. Too much time is usually given to Mathematics. I do not say that a knowledge of Algebra may not be worth having: I do say that it is dearly purchased at the cost of ignorance of Chemistry or Geology. A very moderate and rudimentary proficiency in Arithmetic is all that youth can afford to acquire until they shall have mastered those studies which underlie all the processes of industry, all the arts conducive to the efficiency and usefulness of their lives.

II. Our Readers are apt to be made up of lessons little calculated to imbue a child's mind with useful ideas, with practical knowledge. They bear little relation to the toils and struggles which make up the lives of the great majority.

III. The vital truth that all our faculties, physical as well as mental, require development and training, is not adequately considered in our school exercises. The child is not taught that the ready and apt use of his limbs is as much a part of education as the choice and right use of words. Certainly, I do not forget that many things proper to be learned are to be learned elsewhere than in the school room; but how many children are taught in school that the boy or girl who has acquired the art of swimming is, in an important sense, better educated than one who has not? What I would, with deference, propose, by way of improvement of our school processes, is substantially as follows:

1. The Class Reader to be a compendium of facts of universal interest. Let it treat directly and pleasingly of Farming, the Mechanic Arts, and Household Economy, and embody the fruits of the latest discoveries and improvements which bear on each, with allusions to or statements of the scientific principles or truths which have rendered those improvements feasible, those discoveries inevitable. In process of time, reading books for second and third classes might be added, based on the same general idea, but adapted to less developed minds.

II. Let Chemistry and Geology supplant, or at least precede, Arithmetic (beyond the four simple rules), Geography, and even Grammar, where it is not deemed advisable to prosecute these diverse studies simultaneously.

In proposing this, I do not forget that words are the tools of the educator and his pupil; that a certain familiarity with signs and terms must precede and render possible the acquirement of facts and ideas. I only insist that implements should be acquired only to be used—only because they are to be used, and to the extent of the use required and anticipated. Letters, words, phrases, definitions, modes of expression, grammar, rhetoric, mathematics, are but means to an end, and that end is the mastery of useful facts and ideas. The farmer who should devote all his means to buying implements, and so have no land whereon to employ, no time wherein use them, would aptly parallel that mode of education which fills the mind with symbols, with terms, and with equations, but leaves it empty of those truths which cause corn to grow and change deserts into gardens.

III. The noblest office of the teacher is that of an awakener of dormant mental power. Here is no art to be taught, because minds and circumstances are alike so diverse that no one can foresee what may be apt and timely in a particular school on a particular occasion. Yet I will venture to suggest a few questions which (or the like of which) the teacher might find occasion to ask his pupils, requiring each to give the matter a night's thought and study, and then render a verbal or written solution:

1. By what changes, within our own means, might this school house be rendered more conducive to the health, comfort and intellectual progress of its inmates?

2. In what localities might trees be planted around it, without trespass on individual rights, so as to render it more attractive and agreeable?

3. How should such trees be planted to insure their living and thriving?—and where could we obtain such trees if we chose to plant them ourselves? Is it our duty and should it not be our pleasure so to plant them?

4. What chemical changes of substance or arrangement are undergone by an apple, whereby it becomes wholesome when ripe, though noxious and dangerous when green or immature?

5. Is there any moral lesson taught by this change touching the government, restraint and gratification of our appetites? If any, what?

I suggest these merely as samples; the teacher can multiply and vary them to infinity. Each lesson mastered, each truth acquired by any class should at once form the basis of a question, whereby it is reduced to practice, and its utility as a help to industrial or other beneficent effort demonstrated. I think every school should be resolved, for at least half an hour each day, into a Committee of the Whole, with the teacher as Chairman, (though it may be expedient at times to invest some pupil with that responsibility) and, a topic being announced, each pupil should be encouraged and incited to express freely his own ideas thereon, each in turn to make a suggestion. I apprehend that a problem thus treated, a solution thus reached, would remain impressed on most minds long after a lesson conned in silence and recited mechanically had been forgotten.

These are but hurried hints, jotted down amid the excitement of a political canvass, and the bustle of an extensive business, and continual interruptions. Let every teacher and pupil correct them where they are wrong and improve upon them where they are at least partially right.

Respectfully, HORACE GREELEY.

NEW YORK, November 1st, 1859.

EDUCATION OF THE SEXES.—N. P. Willis, in a late number of the *Home Journal* states, as the result of his observations in a recent visit to Antioch College—for both sexes—that “the influence of each sex upon the other is found to be refining as well as stimulative of the higher ambitions. Preferences and attachments are inevitable although undergraduate marriages are not common (particularly while the lady is a ‘Freshman’), one instance has occurred of husband and wife taking their degrees as ‘Bachelors of Art;’ one couple who had become attached while ‘Seniors,’ married and returned to the College to become each a professor.”

We always distrust a man in any profession who keeps aloof from its regular conventions and associations, as either incompetent or selfish; so, also, we honor and trust one, whose largeness of heart and professional zeal, lead him to labor outside of his particular business, where his reward must be general and distant, rather than special and immediate. This is almost always a just and infallible test in every walk of life.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 188.—By J. W.

Required, a method for finding the area of an inaccessible tract of land, bounded by any number of straight lines; all the corners of which are visible from a certain place on a level with the tract. The solution to be entirely arithmetical, and the instruments used, only a tape line, steel square, and some stakes or such other instruments as may be had at any moment.

P. S.—If there is too much restriction in the above problem concerning the instruments, it might be changed. My object is merely to get an arithmetical solution without the use of costly mathematical instruments.

PROBLEM No. 189.—By NUMERATOR.

Given the base of plane triangle, (50) the sum of the other two sides, (90) and the vertical angle; (45°) to determine the triangle.

PROBLEM No. 190.—By R. R

The major axis of the earth's orbit is 191 millions of miles, and its minor axis is 190,976,323 miles; required the sun's distance from the center of the ellipse.

PROBLEM No. 191.—By J. H.

If the diameter of the earth is 7917 miles, how high above its surface must a person be elevated, in the plane of the equator, to see to the tropics?

(For the sake of simplicity, suppose the earth to be a perfect sphere.)

PROBLEM No. 192.—By G.

The base of a rectangle inscribed in a given circle is double of the altitude. Required the area.

PROBLEM No. 193.—By JOHN SMITH.

If the interval between the threads of an endless screw be $2\frac{1}{4}$ inches, and the power be applied at the end of a lever 10 feet long, and the circumference of the wheel be 20 feet, and that of the axle 1 foot, and the

weight to be raised is supported on an inclined plane, whose length is 12 feet and height four feet; required the weight which will be in equilibrium with a power of 10 pounds.

[For the Mathematical Department of the Journal.]

Will some of the contributors to the JOURNAL explain the following?— $x^2 - 15x = 56$ is a quadratic. Transposing, and factoring, we have $(x-8)(x-7)=0$. Here one value of x is 8 and another 7. This being the case, why is it that in recomposing an equation we are at liberty to say that x in the one factor, multiplied by x in the other (having different values) gives us x^2 ? This question appears as a simple one to mathematicians, but it is one that puzzles Students. M.

Editorial Miscellany.

MONROE COUNTY TEACHERS' INSTITUTE.

DEAR JOURNAL,—We have just closed a Teachers' Institute at this place. It was held under the auspices of the School Examiners of this county, (Dr. W. C. Foster, Prof. Kirkwood and myself) and continued in session ten days. There were twenty-five teachers in attendance, and the whole affair passed off in a manner agreeably disappointing to all the friends of Education in this place. Our peculiar circumstances induced us to look for an entire failure. Bloomington is the only place in the county in which schools are taught during the whole year. In our rural districts we have scarcely ever more than three month's school in the year. There are therefore very few professional teachers in this county outside of this place. There had never before been an Institute held here, and not more than three teachers in the county had ever seen one, and the remainder had of course very crude conceptions in reference to the Institute. All these things conspiring had a tendency to produce discouragement; still we determined to make the trial, and the result was as above stated, decidedly gratifying.

The following is a copy of the published programme which was strictly adhered to through the session :

First Session—Monday, Sept. 3d, 1860.

FORENOON.

Institute opens at	8:30
Primary Exercises	8:30 to 9.
Reading	9 to 9:45.
Geography	9:45 to 10:15.
Sub Lectures	10:15 to 10:30.
Recess	10:30 to 10:45
Intellectual Arithmetic	10:45 to 11:15.
English Grammar	11:15 to 12.

AFTERNOON.

Institute opens at	1:30.
Preliminary Exercises	1:30 to 1:45,
Practical Arithmetic	1:45 to 2:30.
Penmanship	2:30 to 3:15.
Recess	3:15 to 3:30.
Discussion and inquiries	3:30 to 4:15.
Lecture	4:15 to 5:00.

The following Teachers will conduct the recitations :

Reading and English Grammar,	E. P. Cole.
Practical Arithmetic,	Prof. James Woodburn.
Geography and Intellectual Arithmetic,	Mrs. Faurote.
Penmanship,	W. M. Berry.

Additional instruction will be given by Profs. Wylie and Kirkwood.

E. P. COLE, Superintendent.

At the close of the session there was an examination of those desiring to teach. I proposed to them (the other Examiners not being present,) that if they would take the JOURNAL I would remit my fee for examining; and therefore the Journal would really cost them but fifty cents each. Most of them acceded to the proposition, and as the result, I send you fourteen names. I also send three additional names, seventeen in all.

There was much enthusiasm manifested during the meeting; and I have never attended an institute in which there was a more general feeling that "it was good to be here." We all separated with the resolution, that, should our lives be spared to see another year, we would hold an institute of *three weeks* continuance. It may be mentioned that instruction was *entirely free*; and our hotel keeper made a generous reduction on the board bills of teachers from the country.

Truly Yours, E. P. C.

BLOOMINGTON, Ind., Sept. 20, 1860.

Teacher's Institutes have been held in several counties in Missouri.

PERSONAL.

Rev. C. G. McLean D. D., and founder of the McLean Female Institute at Indianapolis, died July 4th, 1860. He was born in Armagh Co., Ireland, in 1787, and was consequently, at his decease, 72 years of age.

Dr. McLean received his preparatory education under Rev. James Gray, D. D., well known as a writer and teacher, and graduated at the University of Penn. He studied theology under the celebrated Dr. John M. Mason, and when the latter left Cedar st., Church, N. Y., to become Provost of Columbia College, Dr. McLean was invited to become his successor, but accepted the pastorate of a church in Gettysburg, Penn., where he labored 25 years with great acceptance. He brought rare gifts to the work of education, and gave himself to the cause with the enthusiasm of early years.

His mind was very active, highly cultivated, original and discriminating. He had wonderful power and wealth of language, brilliant and commanding elocution. In its most complete and lofty sense, education has never had in our State, a warmer or more earnest advocate, nor a more uncompromising foe to every form of ignorance, bigotry, or superstition. His interest in this cause continued unabated to the end. He was bright, cheerful and joyous in view of his approaching end. His work was well done, and his closing hours were in keeping with his life.

Mr. C. N. Todd, has become Principal of the McLean Female Institute at Indianapolis, Ind. The former Principal, Rev. C. G. McLean, recently deceased, having had poor health for two or three years, Mr. Todd has been acting Principal, although nominally only Vice Principal. This Institute was established eight years ago and has been well sustained.

Rev. John W. Locke, of the South Eastern Indiana Conference, has been chosen Professor of Mathematics in the Indiana Asbury University at Greencastle, Pulnam Co., Ind., in the place of Rev. Cyrus Nutt, D. D. who has removed to Bloomington to enter upon his duties as President of the Indiana State University. At a late meeting of the joint Board of Visitors and Trustees of Asbury, very complimentary resolutions were passed in relation to Dr. Nutt, who had been connected with the institution, it is stated, more than twenty years.

Also in the Asbury University, Rev. Mr. Wiley, of the North Western Indiana Conference, has been selected to fill the place made vacant by the resignation of Prof. A. H. Lattimore. The removal of Mr. Lattimore from the State created a vacancy in the Board of Associate Editors of the Indiana School Journal, which the Executive Committee has not yet filled.

Miss Mary E. Grigsby has taken the situation of First Assistant in the Monroe Co., Female Seminary, in place of Miss Louise Morgan resigned. Miss Grigsby sustains the reputation of an excellent scholar and an earnest, thorough teacher, and is said also to possess a highly cultivated mind. We congratulate Mr. Cole upon his acquisition, and sincerely trust that Miss G. may be properly appreciated by the citizens of Bloomington.

D. Eckley Hunter has resigned his position as Principal of the Academy at Bainbridge, Putnam Co., and has been chosen Principal of the Academic department in the graded school just opened at Princeton, Gibson Co., Ind. The school has opened for ten months; there are six teachers. The trustees are said to be working men in the cause of education and progress, and receive no compensation. The rules they have adopted indicate energy and a just understanding of the difficulties which attend a large public school. They have been both wise and fortunate in securing a Principal who never spares either labor or expense to keep fully up with the improvements of the times. Two hundred and ninety-five students have been registered.

The money for the support of this public school was raised by donations. Would that the sunbeams fell often upon such a scene in Indiana; yet we see in so many localities a growing and vigorous demand for better schools for the masses, that we know the hour of a great and beneficent change is near. Mr. Wm. Kuntz, Dr. Andrew Lewis, and Rev. J. McMaster are the trustees.

Mr. Wm. M. Craig has resigned his place as Principal of the Edinburg Academy, at Edinburg, Johnson Co., Ind., and has established a good school in the new and spacious school building of the Seventh Ward, Indianapolis. Mr. Craig was educated at Crawfordsville.

W. W. Cheshire has taken charge of the Second Ward School, Indianapolis; the school opens with a handsome promise of success; it is, however, an independent school at present. The free schools open in the capital in November.

A. C. Shortridge has repurchased the lease of the College at Centerville, Wayne Co., and will remain in the field as an active teacher.

Mr. T. D. Marsh, Principal of the large Graded School at Columbus, Ind., writes, "Our people are in general highly appreciative of the advantages of a good school, and have taken hold of the enterprise with a seeming determination that it shall be supported."

We hope Mr. Marsh will not rest until he has contributed faithfully of his energy and talent in sustaining a Teacher's Institute in Bartholomew.

Mr. James G. Wilson, of Madison, Ind., writes that he is having the management of four hundred and sixty pupils.

Mr. P. C. Vawter, formerly Principal of one of the Ward Public Schools in Lafayette, has returned to the profession of teaching, and is now engaged at Sardinia, Decatur Co, Ind. Welcome back to the good cause.

Miss Mattie Vawter, who taught at Scipio last year, is now engaged in the Public Schools at Lafayette.

Prof. John Young has not gone to Antioch College, but has removed to Bloomington, Ind.

Miss Mellie Vater, recently Principal of the 1st Ward Public School, Indianapolis, has returned to the S. W. Normal School at Lebanon, O.

Mr. J. Baldwin, Principal of the Hopkins School, has employed two of the graduates of the S. W. Normal School, Ohio, to assist in conducting his enterprise. The Normal Department is made prominent. There is great need of special attention to this part of education, in all our High Schools and Colleges in Indiana.

Mr. Baldwin has the enterprise to publish a neat little sheet, semi-monthly, called the *Normal*, as an organ of the school. We shall notice this school again soon.

Mrs. Horace Mann has removed to Concord, Mass., where she has purchased a residence.

Father Wiget, who is reported to have caused the difficulty in the Public Schools of Boston about the use of the Protestant bible, has started a movement for the erection of a Catholic school house at the North End. Upward of \$11,000 have been raised for the purpose.

Mr. John Perley, of Georgetown, recently deceased, bequeathed \$40 000 to the town of Georgetown for a free school, to be called the Perley School.

Dr. Latham, the well known Philologist and Ethnologist, has been engaged for some years for Messrs. Longman in revising Dr. Johnson's English Dictionary. \$8,000 was the Editor's compensation at first agreed upon, but this is probably increased. The work will be published in parts, and may soon be looked for.

The late Theodore Parker bequeathed his books to the city of Boston to be deposited in the public library. There are thirty thousand volumes in the collection, they cover a wide range of subjects and include works in more than sixty different languages.

Isaac Rich of Boston, and Lee Claelin of Hopkinton, have subscribed \$30,000 for the Wilbraham Academy and thus secured also a contingent grant from the Massachusetts legislature of \$22,000.

ITEMS.

The late legislature of Iowa has provided that a sum not exceeding fifty dollars per annum should be given for a Teacher's Institute in each county, in which at least thirty teachers desire to assemble for such purposes.

The State Superintendent of Schools in North Carolina urges the necessity of making strenuous efforts for the establishment of Graded Schools throughout the State.

The eighth volume of Bancroft's History of the United States is just published. It comprises the period from the battle of Bunker Hill to the Declaration of Independence.

A Ladies' Medical Academy has been established in Boston. Five ladies have there already received the degree of M. D.

The citizens of Bangor, Maine, are about to erect a gymnasium for the accommodation of the youth of both sexes.

The Friends' Boarding School in Providence has erected two large, well furnished gymnasiums for each department. There is also a gymnasium for the pupils of the High School; and even the corporation of Brown University will soon erect a building for the physical exercise of the students.

An amendment to the school law of Iowa has been made by the legislature, which refers the choice of school books to the local authorities. The selection was formerly made by the State Board of Education.

The friends of Amherst College have fitted up a building 50 by 75 feet, and two stories high, with baths and gymnastic apparatus, and have appointed Dr. Hooker to this health professorship at a yearly salary of \$1,500.

There is a good chance for keeping warm sleigh-riding next winter, as 80,000 Buffalo robes have been brought down to St. Louis from the hunting grounds west and north. It is said these are all tanned by Indian squaws alone. The robes taken in winter are the best. It is estimated that not over a tenth slaughtered furnish us with robes: so that the whole number of buffalo killed during the season will reach 800,000. Yet hunters think they will hardly be missed out of the immense herds that roam over the vast plains of the Missouri river.

The Public Schools of Ohio cost four millions of dollars annually.

At the closing Exercises of the New York State Normal School, the following Graduate's Song was sung, composed by Prof. F. S. Jewell:

TOIL ON.

Toil on, toil on!

Thou friend and guide of youth,—
Touch thou the heart and rouse its slumbering might,
Lead on each soul to glory's radiant hight,
On to the crown of wisdom and of truth;
Toil on, toil on!

Toil on, toil on!

With heart as spring-time bright;
Work such as thine might angel-hands employ,
Work blessed as thine e'en angel-hearts enjoy,
Be then thy lot, thy glory, and delight,—
Toil on, toil on!

Toil on, toil on!

In hope serene at even,
O'er the fair field shall wave the golden grain,
Thy garner, greet the heavy harvest wain,
Thy soul, foretaste the bless'd reward of heaven;
Toil on, toil on!

Toil on, toil on!

Be faithful to the last;
Soon will the noon with twilight shadows blend,
Soon o'er the day, night's raven pall descend,
And earthly toil, with mortal life be past;
Toil on, toil on!

[N. Y. Teacher.

MRS. SIGOURNEY'S PRIZES.

We find the following in the Illinois Teacher:

PRIZES FOR GOOD READING.—Mrs. L. H. Sigourney offered to the Public Schools of Rockford prizes for excellence in Reading, and her offer was accepted by the Directors. She forwarded the prizes and the following letter to the Directors.

GENTLEMEN:—Having been informed by Hon. Judge Miller that you have accepted for your two large graded Public Schools my offer of prizes for excellence in *Reading*, I forward by Express sixteen volumes to be awarded, one to each of the sexes, in your four distinct departments according to the following division, viz:

1. Highest or High School Department.
2. Grammar School Department.
3. Intermediate Department.
4. Primary Department.

Rhetorical or Declamatory Reading is not predicated, but a clear, deliberate elocution, a correct emphasis, and a just, felicitous rendering of the author's description and sentiments. Should these premiums yield any aid to such attainment on the part of the pupils at Rockford, it will be to me a source of pleasure. I should like to know the names of the successful candidates, at the close of the term of trial; and, congratulating you on your devotedness to the cause of education, that truest patriotism, I am very respectfully yours,
HARTFORD, Conn., May 29, 1860.

L. H. SIGOURNEY.

QUERIES

1. Should the Superintendent of Public Instruction comply with that part of the law which requires, 1st, "Annual Reports (Sec. 116, School Law); 2nd. The spending annually at least one day in each county, attending teachers' Institutes, conferring with township trustees, counseling teachers, and lecturing on education," (Sec. 117, School Laws) ?

Now I present this query hoping to have an answer; as it contains, according to my estimate, something *vital* to the School system of Indiana. On the other hand, if it contain that which is not vital to the system, and is of no avail, let us all so understand it, and have our legislature strike it out, so that we may not be asking and expecting that of our Superintendent, which needs not to be done.

G. W. H.

2. Should not the law be changed so as to require the election of the Superintendent at the Spring, rather than the fall election, thus divorcing the office in some sense from partisan influences ?

G. W. H.

3. Should not the law be so changed as to give the Superintendent a term of three or four years length, rather than two ?

G. W. H.

THE number of graduates at Harvard College this year exceeds that of any previous time. There were one hundred and six in the graduating class. One hundred and forty have already entered the freshman class. Prof. C. C. FELTON was inaugurated President of the College.

NORTH-WESTERN CHRISTIAN UNIVERSITY.—The fall session of this Institution opened on the 19th inst., under most favorable auspices. The attendance of students was larger than at the opening of any previous session, and is still increasing.

The graduating exercises of the Law Class took place on the evening of the 19th. The Baccalaureate address was delivered by JUDGE PERKINS, Prof. in the Law Department.

OUR BOOK TABLE.

How's Junior Ladies' Reader. A choice and varied collection of Prose and Verse, with a Synopsis of the Elementary principles of Elocution; expressly adapted for the use of the Young, and designed as an Introduction to the Ladies' Reader. By JOHN W. S. HOWS, Professor of Elocution, &c. Phila: E. H. BUTLER & Co. Indianapolis: MERRILL & Co.

David's Lament over Absalom, the Mocking-bird, and one or two other selections are old; the book would have been more inviting without them, excellent as they are, for there are few families of much cultivation without several books with these selections in already. As nearly all the book is a new compilation, and of the very choicest varieties, we can commend it to teachers in female seminaries or select schools as a desideratum in this line of text books. The mechanical execution leaves nothing to be desired.

The Public and Private Life of Daniel Webster: including most of his Great Speeches, Letters from Marshfield, &c. By GEN. S. P. LYMAN. Philadelphia: J. W. BRADLEY. Cincinnati: BROADERS & Co.

The innocent boy life on the farm, the early love of reading, the strong attachment to parents and brothers, the uprightness at school, the first dawn of fame, then the rising to the zenith of renown, the continued love of home, and the imperishable veneration for his parents, these are all delineated with much animation of style. The book is well calculated to do good; it will almost inevitably awaken a deep love for something high, and noble, and pure in character. Illustrated; two volumes in one. Price, \$1.25.

Citizens Manual of Government and Law. BROADERS & Co., Cincinnati, have issued a very important treatise on this subject, one that should be in the hands of every reading and reflecting man in this Republic. We commend it to their attention, knowing they will never regret perusing and studying the theory of our institutions as fully explained in this volume. 12 mo 500 pages, half morocco bound. Price \$1.25. Sent to any address, Post-paid, on receipt of price.

A teacher of large experience to whom we handed A. S. Barnes & Burr's New Philosophy, replies, "I am pleased with the clearness of its definitions, and the naturalness of the order in which the scientific facts are developed." The engravings are excellent.

Asher & Co., Indianapolis, have presented to us a "Life of Lincoln," with the three-fold object, we suppose, first of making us a good Republican, second of showing us their good will, third and chiefly, to have us notice it and them. Office, Odd Fellows' Hall, up stairs. Agents wanted.

Willard's School History of the United States. By EMMA WILLARD. New York: A. S. BARNES & BURR. Indianapolis: BOWEN, STEWART & Co.

This is a new and enlarged edition, and is greatly improved by the revision. Among the handsome illustrations is found, of course, Mrs. Willard's famous chronographical Tree of History. Do teachers know that there are in America no handsomer or better books than A. S. Barnes & Burr publish? This one is no exception; the finish, the paper, the open page, the clear arrangement, well displayed by the utmost skill of the printer—these make it an easy task for the memory to rivet facts firmly. Some persons are not aware that form has anything to do with one's ability to retain knowledge, but it has everything to do with it; even the blind are taught by form.

The Progressive Higher Arithmetic, for Schools, Academies, and Mercantile Colleges. Combining the Analytic and Synthetic Methods, and forming a complete treatise on Arithmetical Science, and its commercial and business applications. By HORATIO N. ROBINSON, LL. D. New York: IVISON, PHINNEY & Co. Philadelphia: SOWER, BARNES & Co.

We desire to give our readers a few reasons why this book is worth a careful examination.

1. The author is one of the most gifted and experienced.
2. The mechanical work on the book is unsurpassed by any published.
3. The answers to one half the examples in the book are omitted.
4. The tables are revised so as to exactly correspond with commercial transactions.
5. Improvements or additions have been made in Definitions, Properties of numbers, Factoring, Tables, Complex fractions, Greatest Common Divisor, and Cube Root.
6. Decimals and Percentage are very full and very excellent, but here the rivalry is very close, and here the most marked progress has been made in our text books during the few past years. It is enough to say that this book is equal to any of the best in this respect.

The American Journal of Education: Published Quarterly. Edited by HENRY BARNARD, LL. D. Hartford: F. C. BROWNELL.

The September No., contains

I. Portrait, and

II, Memoir of Rev. E. C. Wines; LL. D.

III. Moral Education, Lectures addressed to young teachers, with a Classification of the Moral Capabilities. By Wm. Russell.

IV. The University.

V. Characteristics of the American College.

VI. History of Harvard College.

VII. School of Mines, at Freyberg, Saxony.

VIII Normal College at Batter sea, England.

IX. Secondary Education in Saxony.

X. Burgher School at Leipsic.

XI. Progress of Elementary Education in Scotland.

XII Subjects and Methods of Early Education.

XIII Oral Lesson on Real Objects.

THE PENNSYLVANIA SCHOOL JOURNAL has just entered on its ninth year, and comes to us very much improved. Thomas H. Burrows, State Superintendent of Schools continues to edit it as heretofore. Much of the Journal is now devoted to practical teachings. Have not some of the teachers of our State something to communicate under this head?

The Editor of the Ohio Educational Monthly says: "We visited a few days ago the Furniture factory of Mr. Kelsall. His work is first rate. We have never seen better stock worked up; no, not even in Boston."

See advertisement of Mr. Kelsall's School Furniture in the Indiana School Journal.

We take the following also from the Ohio Monthly:

"W. B. Smith & Co. Well, to suppose them capable of publishing an inferior book would betray dullness of the lowest grade. Two of their pages in our present number are new." (This is also the case in the Ind. Sch. Jour.) "They get up mathematical works of the "purest Ray serene," and readers, grammars etc.; to match."

We may add to the above that W. B. Smith & Co., have built up an immense business by the most liberal patronage of the Educational Journals of the country, some of which owe their existence to the ample support of that enterprising house. W. B. Smith & Co., have ever shown the most lively and enlightened sympathy in all the upward movements of teachers.

Our subscribers will please see the advertisement in our pages of Boardman, Gray & Co., Albany, New York. The *N. Y. Teacher* says: "As we are ready for press the splendid piano forte establishment of Messrs. Boardman, Gray & Co., is yet smoking—a mass of ruins. The damage by fire is estimated at \$50,000 or \$60,000, mostly insured. The workmen have lost more than \$10,000 worth of tools. There were in the establishment many elegantly finished pianos, and many more in process of completion. A few were saved.

Our readers will remember that over a year ago Messrs. B. G. & Co., introduced the beautiful school piano, at \$125. They will speedily rebuild, and the men, meanwhile, will continue their work at other places.

OUR ADVERTISERS.—Will our readers please examine the advertisements in this No., there are many new ones. Keep up with the times.

INDIANA STATE FAIR.—Magnificent preparations are being made for the State Fair. Our sympathies are with the enterprise, for it is one of the potent instruments of waking people up to a spirit of improvement; it does much to destroy the dead sea of ignorance and lethargy which prevents the cause of education from flourishing. One improvement makes way for another; and the man who says he rejoices when fairs are "a failure," is like the backwoodsman who rails about the Railroad and the Printing Press.

The premium list is the largest ever made out in the State.

TO OUR PATRONS—CAUSE OF DELAY.—Heretofore on two or three occasions a press of job work in the printing office where this JOURNAL has been prepared, has caused manuscript for the printers to lie untouched. If handed in earlier than usual, it was not attended to until the usual time. If handed in later than usual there was no certainty that more than one hand would work upon it. We could not anticipate absence by earlier work. We could not atone for absence or sickness by putting on more force. All this is now remedied; but "the remedy" this time seems "worse than the disease," for we are out later than ever before. We explain by saying that we publish this No. ourselves, in our own printing office, and that much delay occurred in obtaining type and furniture, and fitting up a printing office for the first time. In less than three weeks we shall mail the next No.; in less than three weeks from that time we shall mail the following No., and thus we shall regain our place. No such delays will again occur. Several errors have happened in the hurry of this issue, which we hope will be excused this time. Hereafter the Journal will be regular in time, and we hope correct in execution.

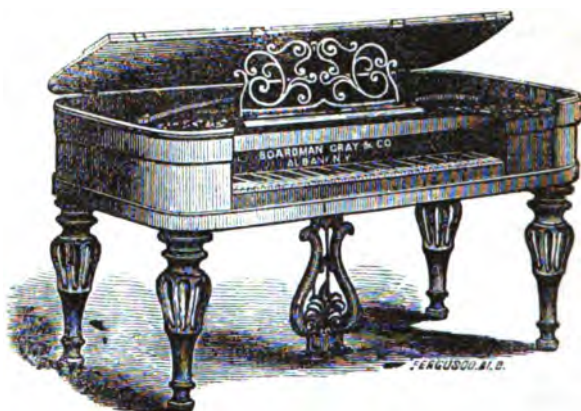
We find no fault with our friends in the office we have left, for when they could accommodate us with extra help, they have done so cheerfully. But we could not command it, and when by any accident the first delay was either our own fault or misfortune, the next delay would arise from the pre-occupation of hands on other work. It was unavoidable in the nature of things. Mr. Doughty, one of the proprietors, Mr. Hutchinson, the foreman, and Mr. Denny, who usually worked upon our Journal, are all of them true gentlemen, always entirely trustworthy, always accommodating, and understand their business perfectly. If our subscribers want work done well, and at rates entirely reasonable, we can assure them they can be gratified at that office.

Mr. H. H. Young, Editor of the *Independent Press*, at Tripton, Jennings County, Ind., is now our associate in the publication of the Journal.

We have been encouraged to make this change by the handsome support we have received within a few months from a large increase of subscribers. Our subscription list is more than two and a-half times larger than it was one year ago.

BOARDMAN, GRAY & CO'S
School Pianos; One Hundred and Twenty-five Dollars.

ONE HUNDRED AND FIFTY.



ONE HUNDRED AND FIFTY.

ROSEWOOD COTTAGE PIANO, \$150. WARRANTED
 To prove good, and give satisfaction, or the money will be refunded.

Send for Descriptive Circulars.

Our regular styles of Piano Fortes, $6\frac{1}{2}$, $6\frac{1}{2}$, $6\frac{3}{4}$, 7 and $7\frac{1}{4}$. Octave, we continue to make with all the late improvements, at from \$200 to \$500, according to size and finish. "Large discounts to cash buyers."

ILLUSTRATED PRICE LISTS AND CIRCULARS FURNISHED

On application.

All our Piano Fortes have one great Improvement, the

Patent Insulated Iron Rim and Frame, making them

THE BEST AND MOST DURABLE IN THE WORLD.

These Pianos are being adopted in all the large Seminaries and Schools in the Country, being found far more durable, and keeping in tune longer than any Pianos made in the old styles with wooden cases.

SEND FOR CIRCULARS

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Sept. 1m.

THE
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SCIENTIFIC VERSUS CLASSICAL EDUCATION.—LOOK
AT BOTH SIDES.

W

We see that New Haven, following the examples of Providence and Cambridge, has established a school for teaching the physical sciences, in which the scholars will not be required to go through the ordinary course of classical study. How much Latin and Greek shall be taught in our colleges is a question of more importance, perhaps, to the permanent well-being of the republic, than any of the political questions that are agitating the community, and it seems to us that the answer is not difficult. The English language is so largely derived from the Latin and Greek, that some knowledge of those languages is necessary to a thorough mastery of our own. It is important that a scholar should know the meaning of the roots from which our own words have come, and this is especially important for the student of natural history. The names of the several genera being almost all derived from the ancient languages, and being descriptive of the peculiarities of the genera, a knowledge of the meaning of the roots is absolutely necessary to enable most minds to remember the names. We believe the shortest way for a person to acquire a knowledge of zoology, botany and geology, is to devote a few months of preliminary study to the Greek and Latin tongues. The amount of knowledge of the classics sufficient for this understanding of the derivations, is just about the amount which is now required for admission into our universities.

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If our lives lasted a thousand years, it might be very well to devote four of those years to acquire a minute and critical knowledge of the language that was used by the ancient Greeks, and of all that was said, done, thought, believed or imagined by that peculiar little people. Three hundred years ago, this might have been rational matter for instruction. But at the present time, it can only be acquired at the expense of other information. The accumulation of the knowledge of the universe possessed by our race has now become so great that it cannot be acquired by any individual, either in four years or in forty. A choice must be made between different kinds of learning. On the one hand there is this minute knowledge in relation to the Greeks, who were certainly a very intellectual people, and who produced many fine works on architecture, sculpture, oratory and poetry. But the gods whom they worshiped had no existence except in their own imagination; their history consisted to a large extent of incredible fables; their total knowledge of the universe was of the most superficial, meager and unreliable character; and a very large part of all that they believed was a mass of delusions. Is it better to devote a given number of years to learning all these delusions, and the language which was the vehicle for their communication, or to bestow the same time in acquiring a portion of that vast mass of positive and accurate knowledge which has been accumulated by the patient and laborious research of the last twenty centuries? Since the directors of the Cambridge and Oxford seminaries first determined the course of studies there, how changed is the condition of the problem! Then a mastery of the classics comprised a considerable portion of the learning which it was possible to teach. But since that time, chemistry has grown to its enormous and ever spreading extent. The primitive elements have been discovered, their course has been tracked through their innumerable groupings, and finally the great law of chemical combination has revealed itself in its simple and beautiful proportions to the long labors of successive investigators. An invisible universe, swarming with living beings, a thousand times more numerous than those which are to be seen with the naked eye, has been discovered, spreading about us on every hand, filled with strange, multitudinous life. That long history which nature had contemporaneously written and laid away in the rocks, has been cautiously, patiently, faithfully and correctly interpreted. The vast globe on which we dwell has been weighed and measured. The great prob-

lem of the sun's path, as he sweeps along with his attendant worlds on his long journey among the stars, has been grappled with, and is in a fair way of being resolved. By his superior knowledge of the properties of light, the modern student has discovered, deep sunk in the abyss of space, myriads of worlds, the existence of which was undreamed of by the ancients, and the distances of which almost confound those great minds which have been enlarged by the study of modern science. Is not a knowledge of these actual truths of the universe more valuable than the mastery, however perfect, of the language and literature of the ancient Greeks? We should like to see all our colleges, while they require the same progress in the classics for admission that they do at present, abandon all further teaching of these in the college walls. The colleges are the proper places to teach the natural sciences; these absolutely require expensive apparatus, oral instruction and experiments, which can only be obtained by the combination of large numbers of students.

By one of the universal sentiments of human nature, we are all disposed to put a high value on the things which we possess; and this is especially true of our possession of knowledge. The sailor despises the man who does not know that the "sheets" are ropes, and the farmer looks with contempt on one who mistakes growing wheat for barley. Our college professors and presidents are not free from this common weakness of humanity, and, having acquired much knowledge of the classics, it is natural for them to regard this as the most valuable knowledge of all. We rejoice to see that, under the lead of Dr. Wayland, one of the broadest and greatest minds in the country, so many of these professors have broken through the trammels of this prejudice, and are exerting themselves to produce a more rational course of instruction. We hope that in this great and noble effort they may receive the support of the press and people.—*Scientific American.*

GOOD BOOKS.—Never be without a good book. If you are solitary, it is safe company; if you have plenty of friends, it makes you a more intelligent companion. Read. To many a young man it has been a safeguard in an evil hour, and to many a young woman. It takes you out of your own petty self, with your small, exaggerated distresses. It lifts you into another and more healthful atmosphere, and does for the mind what change of scene and fresh air do for the jaded body.

SELF-EDUCATED MEN.

BY SAMUEL P. BATES, PA.

James Watt—Nathaniel Bowditch—Elihu Burritt—Franklin—Fruits of Labor—An Error—Columbus—Leverrier—Adams and Dr. Gall—Common Schools—Rally around Them.

To the youthful aspirant of to-day, who is willing to take so humble a sentiment as labor for his watchword, there are noble examples to cheer him among the great names of the past. Some of the brightest lights that have adorned the generations in which they lived, and who led the way wherever they have appeared, are those who have been obliged to trust to their own hands for maintenance and aid. With strong wills and trusting hearts, their lives have exhibited that majesty which action, steady, noble, successful, alone can give.

JAMES WATT, the inventor of the steam engine, was in early life a toiling mechanic in indigent circumstances. He was employed by the university to repair, and keep in order, the apparatus used in illustrating the principles of natural philosophy and chemistry. Had he been like many mechanics, he would have been content with doing the work assigned, receiving his pay, and then smoking and drinking a part of it with such companions as he could induce to join him in the nearest saloon. But his mind, lit up with thought, was busy in inquiring into those laws which the apparatus he was employed to repair was designed to illustrate; and the thinking of that one man has performed more actual labor than all the slaves that have toiled and sweat since creation. The thinking of that man has revolutionized modern society, and unborn generations will rise up to bless his name.

NATHANIEL BOWDITCH was born a sailor boy, and spent the greater portion of his years as a practical sailor. He had no instructor, and no opportunities for study, except such as the deck or cabin of his vessel could afford. On one occasion it was wind-bound for a week in Boston harbor. On commencement day he walked over to the university at Cambridge, to hear the performance. At the close of the exercises the president conferred some honorary titles, and among them he thought he heard the degree of A. M. conferred on Nathaniel Bowditch. He was not mistaken. They indeed gave

their degrees to the sailor, and well they might, for he was writing books which not one of the faculty of the university could understand. The *Practical Navigator*, which was the result of his studies, has carried many a sailor through the storms and darkness of a tempestuous ocean, and has guided him safely over unknown seas. He translated the *Mechanique Celeste* of La Place, made corrections in the original, and added notes of his own, which caused the author to confess that he was convinced that Bowditch fully comprehended his work. He died lamented as the man, the Christian, and the first mathematical scholar of his age.

ELIHU BURRITT, the linguist, antiquary, and philanthropist, was left fatherless when a youth in company with a numerous family of children dependent upon their own exertions for support. He apprenticed himself to a blacksmith; but his mind was not satisfied with blowing bellows, turning his iron, and pounding it into shapes desired. He had, previous to this, acquired considerable knowledge of history from the district library. It would be a consummation devoutly to be wished, I may remark by the way, if every school district was provided with a library. He was seized with a desire to learn Latin; and while the iron was heating with his book secured in the chimney where the page could meet his eye, he coned the declensions and acquired the rudiments of that great language, and in the evenings of one winter he read Virgil, the masterpiece of Latin poetry. From Latin he passed to Greek, then to the modern languages, and finally back again to the Oriental tongues. And thus with no aid but his own right hand, and no teacher but his own untiring mind, he has acquired a knowledge of upward of fifty of the leading languages of the earth and has earned a world-wide reputation as the "Learned Blacksmith." I have seen in the Antiquarian Hall, in Worcester, Mass., writing done by him in fifty-two languages. When a scholar at the preparatory school, just commencing my classical education, I used frequently to meet him on the streets of that city, and I never gazed upon that massive front, but with the veneration of a worshiper.

Need I mention in this connection a name which has become a household word, the cherished and honored name of FRANKLIN? Thrown upon the mercies of the world while yet a boy, with no opportunities for school education, it is like listening to a fairy tale, to read the simple narrative of his life as he tells it himself. We are carried along with magic interest, as the panorama of his years passes

by. We see him enter the printing office as an apprentice—the wearisome days and sleepless nights at his books. We accompany the youth as he leaves his native city, on that then perilous voyage from Boston to Philadelphia, wandering from his home a stranger, without friends, except such as by his intelligence and kindness he never failed to make. We behold him an awkward boy, wandering on the streets of a strange city, with his three rolls of bread, one under each arm, eating at the third. This was indeed the day of small things, but he did not despise it. He is deluded across the ocean by false promises of a knavish governor. He teaches the London printers temperance by his example, and philosophy with his tongue. He becomes the proprietor of a printing establishment, and edits a newspaper; nor is he now ashamed to labor, for he carries the paper from the warehouse to the office on a wheelbarrow, pushing with his own hands. He becomes a master spirit in literature, and penetrates the intricacies of science. He sends his gold-pointed kite into the heavens—with the simplicity and confidence of a child he holds out his hand to receive it, and the forked lightning lays harmless at his feet. Step by step he steadily mounts the heights of fame. It was no flashing meteoric light that dashes athwart the heavens which he sent forth in the domain of thought, but the warm, steady, genial rays of the summer's sun. When the colonies became involved in trouble with the parent country, and storms and darkness seemed gathering in the political heavens, the intelligence of America pointed to the humble and self-taught Franklin as their safest counselor, and we find him at the bar of the British House of Lords, pleading for the interests of those weak and struggling colonies, and advising an infatuated ministry not to proceed to violence against his American brethren. He joined hands with the Father of his country, and those other patriots, in making and securing the adoption of a constitution for the independent United States. In his age he goes, the venerable man with sage white locks and thoughtful brow, to represent a sovereign nation at the court of France, there to mingle with the wise men and philosophers of that land of letters, and to stand in the presence of Louis XVI, the proudest monarch of his age.

Such are the examples which the history of our nation offers for the encouragement and guidance of the present rising generation. If we turn to the account of their lives, we can easily discover what lessons of wisdom they early took. The course was simple,

for they were not widely different from other boys, except so far as their opportunities made them, and their opportunities were less than most enjoy. They did not despise labor. Labor was the potent spell that transformed their leisure moments into golden thoughts.

It may be hastily concluded, if self-taught men can attain to such pre-eminence in knowledge, let us depend upon self-educated men entirely; we need no better. If all were like Franklin, Bowditch and Watt, such reasoning might be accepted. We say that these men had no teachers. This is not true. They had teachers, and those of the very best kind. They were their own teachers.* And who would not have rejoiced to have been a pupil under such instructors? Who would not have delighted in learning philosophy of Franklin, or mathematics of Bowditch, or languages of Burritt? Our academies and colleges were not good enough for them. They were in advance of the universities—their professors could not teach them. But if the mass of mankind had to depend upon such instruction as each could give himself, education would be a failure.

In conclusion we may remark that a cultivated mind always commands respect. It is the thinking man that takes the lead in society, whether he hail from college, from shop, or from tented field. Intelligence ever challenges our reverence. It has been somewhere remarked that Columbus should be honored, not so much because he discovered America, as for having thought through the problem that there was in existence a continent heretofore undiscovered that he could go in search of. We honor Leverrier and Adams because they figured out, by means of mathematical principles, that place in the heavens where a new planet could be found, more than Dr. Gall, who actually turned his telescope to the spangled vault and discovered the wandering world. Our reverence and gratitude are due to James Watt, not because he actually made a steam engine and put it in operation, but because he thought out a plan by which a steam engine could be made. We should ever be ready to give credit to those whose thoughts are most valuable, and who think most successfully. The day is past when men are held in honor for what they are presumed to know, and only credited with the amount of available stock.

It is when such principles as these prevail that real merit re-

*Better say that books and nature were their teachers.—B. C. H.

ceives that encouragement and credit which it deserves; when thought is unfettered and free from embarrassing restraint, whether imposed by arbitrary rule, or the forms and usages of an educated aristocracy in letters, that the mass of intelligence in a nation will produce its best results. It is then that every means adopted for mental development will meet with the greatest success. No step has ever been taken by any nation, calculated to accomplish this result so successfully, as that for the founding and putting in operation a system of common schools,—one of the distinguishing characteristics of our civil polity. Here all the children of the State are put on a common level. Every form of aristocracy is broken down, and the utmost freedom is given to every child to make the greatest progress possible. Around our common schools all good and true men should rally, and every means to improve and perfect the system should be freely lavished upon it. It is only when made worthy the confidence of all interested that it will accomplish the greatest good. In general, the means that have been adopted, are, as systems, well adapted to the ends they are designed to accomplish. But the chief trouble is, they have not been put into effective operation. Our plans are good upon the statute book, but we fail in the necessary skill to make them perform well. At every step of the progress, ripe scholarship should be the motto. Then should we behold the lovely sight of education bearing rich fruits, and the votary of learning would become the disciple of Bacon indeed.—*Exchange.*

EDUCATION—ITS MOTIVE POWER.

The question is often asked, Does the world get better? Any one ought to be able to discover the answer in the multiplied incentives to mental culture and moral reform everywhere around us. The heart of civilization never has beat as it does now, and never before has such a current of life and power gone out through the earth.

We may look back, with classic pleasure, to the day when Socrates, Plato and Aristotle had their Academic groves, and when philosophy was anxiously drank in by the gifted sons of three continents. We may recur with deep interest to the day when learning

revived "beyond the Alps," and the educational spirit of Wirtemberg spread through Germany, and when England and Scotland broke the fetters that a dark age had put upon mind. We may admire the outshining of light and knowledge that marked the Puritanic age, but in the entire history of our race, when can we find the period when the work of education reached the entire people? When, until now, did it break down educational aristocracy, and expand into a universal system?

An educational spirit, moral and intellectual, is rapidly pervading the civilized world. It shows itself in a multitude of forms, which distinguish this from any other age. The Free school of the present day has no parallel in any other age. Here light and knowledge shine into every cottage, and open and expand the mind of every child. Here the rich and the poor become peers in the great temple of knowledge. The statesman sees its practical effects in the happiness, security and prosperity of nations. Its motive power is inestimable; it is the fortress and bulwark of Liberty, Civilization and Religion.

The Sabbath School is a great and new motive power in the work of education. A moral force is here at work that must be ever abundant in good fruits. The Church rejoices at its aid; the citizen becomes hopeful of the juvenile criminal that has been welcomed into its classes, and the business man goes to it to find his clerks.

Our reform system for the management of criminals, and for the support of asylums, almshouses, hospitals and houses of refuge, is a feature that distinguishes this from every other age. A people are sure to be better when compassion for the afflicted and a love of light and knowledge become leading qualities. The world is surely growing better.

PARKE.

Be a pattern to others, and then all will go well; for as a whole city is affected by the licentious passions and vices of great men, so it is likewise reformed by their moderation. — *Cicero*.

It is a mistake to suppose a man knows much because he talks loud. Empty barrels make the most noise.

MISTAKES IN PRONUNCIATION.

I have, within a year or too, had my attention called somewhat strongly to the errors in pronunciation, so common among us, particularly to those of teachers and professionally educated men. And it has seemed that these errors occur with a frequency entirely inexcusable. People of high attainments are heard, now and then, as it were accidentally, but daily, and almost everywhere mangling the utterance of their mother tongue, in a way that should make a school-boy blush. Even teachers, with certificates in their pockets that they are qualified to teach the English language *correctly*, are unpardonably careless and ignorant in this respect. And this ignorance is not confined to a few words of unfrequent use, but it extends through the whole list, and to words of every day occurrence. This is strong language. The reader may not be disposed to admit its truth. "But I speak that I do know and testify that I have seen." The proof will be easy.

Go to the nearest school-house and ask the teacher for the correct pronunciation of the words *precellence*, *Arab*, *root*, *perfected*, *lever*, *design*, and I venture that *four* of them will be pronounced wrong. How many of us in our school days, ever heard the correct pronunciation of *area*, *fortnight*, *hearth*, *profile*, *mulch*, *soon*, *oasis*, and a hundred others, that might be named? I have certainly heard the wrong more frequently than the right, and the experience of others coincides with mine.

Such vulgarism, I can think of no better name, is not confined to the common-school teachers alone. It is heard in the high-school, the academy, the college itself, though here it commonly takes the form of *educated error*, so to speak,—*blundering by rule*. Thus, at one of our best academies, a teacher continually spoke of *penjulum*, *mejeum*, *tejus*, &c. And he is not single in this practice; for that whole class of words in *di* is thus cruelly mangled by, I had almost said, half our educated people. One fact alone, the almost utter elision of the *r* by everybody, making *care ca-uh*; *fore fo-uh*, &c., shows conclusively how careless we are. But enough of mistakes, although the list might be extended indefinitely.

The professor blunders, his pupils blunder, their pupils blunder, and so it goes. Doctors, ministers, lawyers, judges, with here and there a solitary exception, all make more or less of these mistakes. Teachers! I do not believe that we who pretend to *teach accuracy* in this very thing, have any idea how frequently we ourselves are committing blunders. Is it not high time that all this should be stopped?

We talk by imitation; as the child hears the word, so he learns it, and so will he speak it. If he learns it correctly it is well; but if incorrectly,

Not all the pumice or the polish of the town
Can smoothe this roughness of his childhood down.

What we learned in youth clings to us whether we will or not. And though we may think we have corrected ourselves, yet just at the moment when we would most avoid it, the incorrigible word breaks out. We blush as the smile turns upon us, and curse the teacher that taught us wrong.

Not because I am faultless have I thus thrown stones; it is because I have suffered, and still suffer, the very evils I speak of. Though to mistake in pronunciation is not a very serious fault, perhaps, yet it is sometimes very painful to the unfortunate offender. And how many hours and days of the most disagreeable labor has it cost me to learn to avoid it, in some sort,—to *unlearn what I have learned*. How can we look back with affection on those who taught us thus? Do we not rather despise than love them? They did not do their duty.

Fellow teachers, shall our pupils in after years look back with such feelings toward us? Shall we compel them to labor, as most of us have had to labor, to unlearn what was learned wrong? Shall we not rather teach them right, not only in pronouncing, but in everything?—for this *misteaching* extends to all subjects. Let us qualify ourselves, that we may do our whole duty, and receive thanks instead of curses from the future men and women now under our care.—V, *N. H. Jour. of Education*.

[For the Indiana School Journal.]

FOREIGN CORRESPONDENCE.

Letter from an Indianapolis Boy in Germany.

INNSBRUCK, July 24, 1860

There were a great many English, and a few Americans, on the train, going either to Innsbruck or to Rosenheim. All the way from Kapstein to Innsbruck was interesting. The first thing I noticed after the enormous rolling hills, was the curious costumes of the people, particularly the common people. There was not a man that loitered near or at the stations but what had either feathers or flowers, or both, in his hat. A cap was not to be seen; all felt hats, either common shaped or high, and half pointed at the top. The first real Tyrolean I saw was a hunter who had just come down from the mountains with his game bag on his back, full of birds &c., and was too late for the cars; he had only one eye, fortunately the right one.

Most of the houses on the way, particularly in villages and fields, have their roofs covered with large stones. The roofs are almost flat, and look quite picturesque. Indian corn is the principal grain of Tyrol. It looked natural to see fields of it; but the fields are not large, and the stalk has not half its growth yet. The bundles of oats and wheat in the fields look like a German funeral procession, except their yellow robes instead of black. They are placed in rows funny enough to make one laugh. The railroad clear to Innsbruck runs through a deep valley. Once we went through a tunnel. At Halle, six miles from Innsbruck, are great salt mines. We saw the old wooden bridge across the Inn, on which a great many battles have been fought. The mountains are higher near Innsbruck, and most of them are covered with snow, and reach nearly to the sky. The weather was still rainy, and the clouds didn't cover the tops, but seemed to lie in the valleys and roll along the sides of the hills.

While the rest went on to the hotel I staid to have the baggage examined, the worst thing in traveling here; but to my delight I had only to open the trunks and swear to the conductor on the train that I had *no tobacco* or anything to sell. These bridges have to be very strong, for the Inn is very rapid. Right here from this old bridge is where Innsbruck got its name. *Inn*, the name of the river, and *die Bruke*, the bridge—to shorten it they took bruck—thus Innsbruck (pronounced Innsbrook) got its name, the bridge being older than the town. It has no walls, and is spread out so far it looks larger than it is. Before the railroad was built, two or three years ago, it had 16,000 inhabitants, now 20,000.

The next day we all went up on the side of a hill; the clouds having all disappeared, the mountain seemed almost to overhang the town. The valley is pretty wide, being about two miles from the foot of one hill to that on the other side. One day, having nothing better to do, I concluded to climb a mountain. It was one o'clock when I started, going fast as I could up the river about two miles in order to climb the other side. Turning across a field, almost a swamp, I followed a path a good piece up the hill; in the distance I saw a man lying under a solitary fir tree, at the corner of a large wheat field. He started when I first came up to him, but looked quite pleasant when I said "guten tag," and sitting down on the grass, asked him about the mountain; but he would stick to it, "You do not get to the top to-day." The Tyrolese do not speak very good German; nevertheless, I like much to hear them talk. On I went up the steep sides, not caring for a path, and soon found myself following a trough of water which is thus brought down from the mountains, and to make it run where they want it, is conveyed in troughs. Here and there is a large trough for cattle to drink out of. I was very glad to meet with an opening, where I got a good cool drink. Then I went on faster than ever, making as much noise as possible for comfort and company. The sides of the mountain were not very beautiful, only wild and steep.

Paths were very scarce, but seeing one going almost straight up, up I went some 600 feet until it was no more to be seen ; then sat down on a solitary rock to enjoy the scenery. Over the tops of those mountains that could be seen from Innsbruck were visible the snow-capped peaks of almost hundreds of others. Innsbruck looked more like a speck on the map than a large spreading town, the river a yellow line. It would not do to rest long, so on I went, though a little slower, my head being as near the grass as my shoulders, right up the straight side for two hundred feet, and was now where only thick bushes and high grass grew. Getting tired I longed for water again, but did not expect to find any, way up here. Everything was as quiet and still as death, the evening was calm and delightful ; so cool ; the sun being hid under a cloud in the west.

When I stopped breathing I heard a noise as of water dropping or running. Feeling encouraged I went on up until seeing a small stream coming out of the rock, and guided down the mountain by curled bark. I drank, hoping to reach the top—not the highest point—in ten minutes. In ten minutes looking up I saw another top twenty more off, and when I reached that another still higher appeared ! I thought surely the next will be the top. But the next proved to be no top at all, so I gave up in despair. I must turn back without reaching the top I aimed for, after leaving that old man. I would not have been so high up but for him. The snow is all on the other side, opposite the sun. Then starting sideways around the mountain, I soon came to a circle guard way, made by water, even and straight some 800 feet down the side. Oh ! now comes fun : sitting down right in the center of the way, loosening a small stone, it started and went jumping, tearing down ; not only the stones it touched were loosened and followed, but all they touch, so on and on, till every stone seemed to be alive, jumping the higher the farther down they went. I did not see half the fun either for they all ran round a bend, and I could hear them rolling and dashing for a long time. After sending a great many down, of course never sending a smaller, to end it I touched one as large as myself : well ! it was fearful to look at it ; it rolled a little at first, and then such dashing and jumping I never saw ; I laughed before, but this time fairly trembled. The last jump was no less than forty feet ; it struck one rock more than half way down that knocked it more than twenty feet high. Just happened to think then, ' What if somebody above me were enjoying the same fun ! ' I never experienced anything so fatiguing as going down ; the distance seemed endless, and rough enough to jolt one to pieces. It was getting late, and I could hear the cow bells and sheep, together with the shepherd's bugle coming down the mountain. You cannot imagine how beautifully the bugle sounds when all is perfectly still. I was glad to find a path that brought me out right in front of Innsbruck, though a hundred feet higher and half a mile off.

25th. Passing the Grand Duke's palace we saw a great crowd in front—soldiers with fine white plumes in their hats, and men with torches. Asking what it meant, we learned that the Duke had just returned from his travels, and they were going to serenade him. There were about twenty singers with the band of instruments. After the music three cheers, and 'Long live Karl Ludwig!' He had been sitting at the window, and instead of making a response, shut the window and went away. They were not the common class of people, and must have felt hurt: of course it was only kindness in them, and they must have expected something. I never anywhere saw such contented happy people; they are always smiling, even under a loaded four-bushel basket.

LEWIS.

HOME INFLUENCE—A WORD TO PARENTS.

"We begin our mortal experience, not with acts grounded in judgment or reason, or with ideas received from language, but by simple imitation, and under the guidance of this we lay our foundations. The child looks and listens; and whatsoever tone of feeling or manner of conduct is displayed around him sinks into his plastic soul, and becomes a mold of his being ever after. The very handling of the nursery is significant; and the petulance, the passion, the gentleness, the tranquility indicated by it, are all reproduced in the child. His soul is a purely receptive nature, and that too, for a considerable period, without choice or selection. A little further he begins voluntarily to copy every thing he sees. Voice, manner, gait, every thing which the eye sees, the mimic instinct delights to act over. And thus we have a whole generation of future men, receiving from us their very beings; and the deepest impulses of their life and immortality. They watch us every moment, in the family, round the hearth, and at the last, when we are meaning them no good nor evil, when we are conscious of exerting no influence over them, they are drawing from us customs and modes of habit, which, if wrong, no heavenly discipline can wholly remove; or if right, no bad associations utterly dissipate. Now it may be doubted I think whether in all the active influence of our lives we do as much to shape the destiny of our fellow-men as we do in this single article of unconscious influence over children."

PERSONAL INFLUENCE—A WORD TO TEACHERS.

"It is not mere words which turn men: it is the heart, mounting, uncalled, into the expression of the features, it is the eye illuminated by reason the look beaming with goodness: it is the tone of the voice, that in-

strument of the soul which changes quality with such amazing facility, and gives out in the soft, the tender, the tremulous, the firm, every shade of emotion and character

And so much is there in this, that the moral stature and character of the man that speaks are likely to be well represented in his manner. If he is a stranger, his way will inspire confidence and attract good will. His virtues will be seen, as it were, gathering round him to minister words and forms of thought, and their voices will be heard in the fall of his cadences."

RUSHNELL.

THE MORALITY OF OUR SCHOOLS.

MR. EDITOR:—It is our misfortune sometimes to be blind to the imperfections of the persons or things we highly esteem, or to palliate their faults if they are brought to our notice. Such blindness and palliation are commendable when the fault is chronic, as "what can't be cured must be endured;" but there are cases in which it is criminal to endure that which we may cure, and to such may be applied the text which says, "faithful are the wounds of a friend." In our zeal for a general system, of education we often overlook, from habit or indifference, those things which are prejudicial, but which may with care be reformed. It grates on our sensibilities sometimes to hear ill-natured remarks and offensive comparisons made at the expense of our common schools; and yet, while we feel that we have much to be proud of in the present condition of our common-school system, we must not permit ourselves to be blind to any fault, but rather seek to find faults and cure them.

We have heard many complaints against the operation of the common-school system; but that which gave me the most concern was the charge of immorality. It has been often said that immorality is a necessary incident of the common school, inasmuch as the pupils are drawn from all classes and grades of society, even the lowest and most degraded, and that, necessarily, there must be, by imitation and contact, a coarseness, rudeness and vulgarity not found in those denominated, by way of special distinction, select schools.

Without desiring to draw an offensive comparison between two systems, each good in its sphere, it would be well to make some investigation of the subject; and in doing so we will be pleased if even the select schools may derive some benefit from the operation, as we have no doubt the common schools will.

How shall we investigate this charge that we may ascertain its truth

or falsity? What standard shall we raise by which to test the excellence of any school in a moral point of view? It is comparatively easy to determine the intellectual and physical development of pupils, and to ascertain, if good or bad, how much their condition owes to the system of intellectual or physical discipline they have been subjected to. It is easy to see that a pupil enjoys good health; it is easy to demonstrate that he has acquired the multiplication table or the binomial theorem with its applications; and if this may be done in one case, a whole school may be brought to the same test. But how shall we test the morality of a school? Perhaps some one will answer, "Just as we test its intellectual growth, by an examination of the teaching imparted and of the corresponding knowledge acquired, on moral and religious subjects, by Bible-reading, commandments, catechisms, and moral lectures." Yes, my dear friend, these are all very good, admirable, indispensable; for we esteem the Bible as the only revelation of God to man, and the only true standard of morality; but still, perhaps, you don't understand our idea—How shall we know the practical morality of the school, not so much what they know as what they do? Theory and practice do not always accompany each other, for one of the most immoral schools we have known was the most religious—we do not mean the most Christian, but the most Religious. How may I assure myself of the safety of my son and daughter when I commit them to the care of any school? The evil influences may be stronger than the precepts of virtue, and they may be ruined by evil communications before I am aware of it; for the inclinations of the human heart are always in the direction of vice and in opposition to virtue. I will try to answer the question.

It is a part of our philosophy that ethics and esthetics are as nearly allied as Christianity and cleanliness. If you would christianize a savage you must first wash him; if you would render the moral character of a school pure you must cleanse and purify your school-building and its appurtenances, and keep them so. While we would form our opinion of the practical value of the moral instruction by the general deportment of the pupils in and out of school—by their profanity, quarreling, vulgarity, and rudeness, or the reverse—we would not consider these indications infallible, as a very profane boy, may not and probably will not, indulge in that vice in our presence; and the fact that a boy does not quarrel and swear in our presence is no proof that he may not when we retire. Under our observation children very rarely do wrong; and the great query is to know the value of our influence when our observation is withdrawn.—This we may learn as Robinson Crusoe did the presence of humanity upon his desolate island—*by the tracks*.

It is a very delicate subject to point out ALL THE TRACKS which indicate vicious indulgence in and around a school. The very fastidious might be shocked if we should open their sense of sight and smell to certain offen-

sive realities in and about the school which they never perceived, or at least appreciated. It is certain, however, that they who might be shocked the most are they who understand the subject least, and have most to learn that the moral character of a school and their fitness as teachers are indicated by the *moral character of the building and premises.*

Can children be virtuous who are daily brought into contact with vulgar, profane and obscure association, shocking to every sense of decency and virtue? Can the best precepts of morality, daily uttered, overcome that taint which is patent in, on and around the school-building? Can the teacher's influence be virtuous, whatever attention may be given to instruction in the duties of morality, who goes in and out daily before the school and is too blind to see or too careless to cure those vices indicated by such TRACKS.?

Perhaps these things are so common that they are esteemed the inseparable concomitants of the school, and not regarded as powerful, immoral forces operating on the susceptible minds and passions of children. That they are common enough we know; but that they are inseparable we do not believe.

Were we seeking to know the intellectual and physical character of a school we would go where the children *are*. Did we desire to learn the moral character of a school we should go where they *have been* and find their 'tracks'—around—and—'back.'—*Illinois Teacher*

A few years ago, a little fellow, E——, not slow in roguery, complained that James had been throwing stones at him. The teacher inquired into the matter and found the charge correct. She said to E——,

"What do you think *you* should do if you were teaching and had such a boy as that?"

"I think I should flog him," was the reply.

Upon this James began to fear the result, and so he filed in *his* complaint. "E—— threw a stone at me the other day," said he.

"Ah," said the teacher, "I must know about this matter. Is it true, E, that *you* have been throwing stones at James?"

E—— hung his head and confessed it. After a little thumbing of the strings she says, "Well, E——, what do you think *you* should do with two such boys as you and James?"

"I think," said he sobbing, "I should try 'em again."—*Schoolmaster.*

[From the Connecticut Common School Journal.

MOTIVES FOR TEACHING.

Never was there a truly successful teacher, one who accomplished the real object of a teacher's mission, who was not inspired with true motives.

There may have been, and doubtless *have* been, very many who have occupied the instructor's station, who were either entirely destitute of pure motives, or possessed mere apologies for them—teachers whose standard of duty was lowered to meet their own inclinations. But those who have conferred the most real benefit on their pupils, are they who were actuated by noble principles, who labored not solely for "the meat that perisheth" but strove by word and deed to imbue the young mind with such thoughts as should fit it for usefulness here and happiness hereafter.

Occasionally, we find a teacher who is honest enough to confess that he labors for something far short of what should be the teacher's object; but not often is one so frank. Human nature is prone to varnish and gild wrong motives or wrong actions, until they can be made to seem about right. A little of the essence of self-conceit, mixed with a good deal of self-love, will go wonderfully far toward accomplishing such a purpose. So, among teachers, we find many who are ready to flatter themselves that they are models of their profession, and are perhaps so regarded by some superficial observers, but whose motives, when divested of all tinsel and gloss, suddenly shrink far below the true standard. It would be well if every teacher would honestly and candidly ask himself, "*For what object am I laboring?*"—and having so asked, endeavor to arrive at a truthful answer. Let us glance for a few moments at some of the various motives that induce persons to engage in teaching.

When Paul said that "the love of money is the root of all evil," he uttered a truth that will apply to many of the "presiding geniuses" of our modern school-rooms. Indeed, I think it quite probable that he had especial reference to such, for when a teacher does labor for mere "love of money," it is truly the root from which spring innumerable evils. Of all the occupations of mankind, that of teaching is one of the last to which we should resort for the purpose of getting rich. There are higher and nobler duties devolving on the educator, and brighter and purer joys that spring from them. It is unfortunately true that there are so many so called teachers who seem to see nothing but money in the beaming faces gathered in their school rooms; who regard wealth of purse as far better than wealth of mind; who have become so accustomed to reckoning the value of everything in dollars and cents, that they have no conception of the untold worth of that "wealth without wings," whose possessor is truly richer than he who owns millions of gold; but

such teachers are almost guilty of sacrilege. They touch with unholy hands chords that will vibrate through eternity. They profane the mental gold of the mind's temple, chill the higher aspirations of the child's soul, and plant within him such seeds of avarice as will hardly fail of "growing with his growth, and strengthening with his strength." It is true that the question of remuneration must necessarily enter the mind of every teacher; but it ought not to be made the grand center around which everything else revolves, but rather a minor point somewhat in the back ground. "The laborer is worthy of his hire," only when he strives to perform his work aright.

Another motive by which some seem to be actuated, is to achieve a high reputation as teachers. But this, though it is commendable in a degree, should not be the grand aim in teaching. There is frequently a wide difference between pleasing and benefiting mankind. Strange as it may seem, humanity is almost always better pleased with what hits other people, than with what applies to itself. With this tendency of men, it is not to be wondered at that a teacher whose chief object is to become noted, should manage to insinuate himself into the good will of the community, and by surface shows and dazzling outside appearances deceive those careless and indifferent observers who are not familiar with the process of dressing up a school for exhibition. Such a teacher, though he may pass for a model among some, though he may whitewash everything in the most approved style, does not fulfill the true object of a teacher's mission, does not develop the latent thoughts and powers of the child's mind; and is almost sure, sooner or later, to lose the popularity for which he toils, but which rests on no firm foundation.

There are some who style themselves teachers, who, to all human appearance, teach simply for the *name* of it. They seem to think that their profession will honor them, and so they do not strive to honor that. I am glad they hold the teacher's work in such high esteem, but sorry they do not perform it better. If they can pass the trying ordeal of examination, and obtain the longed-for "certificate," which seems to be the completion of their education, and the realization of their highest hopes, teachers, of course, being supposed to know everything that mortal man should know, all which is duly developed by that dignified assemblage of the wisdom of the town, "THE BOARD," if they can do all this, they seem willing to rest on laurels already won, manifesting sometimes a good deal of tact at doing nothing.

But those who are almost destitute of any motives, who teach simply because they can't do anything else, are among the greatest hindrances to the advancement of true education. Some seem to regard teaching as a sort of reservoir, into which the offscouring of other professions may be thrown. It is sometimes convenient for broken down merchants or disheartened politicians to seek relief in "keeping school." Teachers of this

sleepy pattern, who labor for nothing in particular, can not accomplish much real good; but usually content themselves in walking some hum-drum round, and bestowing a sufficient number of whippings and scoldings and boxings on unfortunate Johns and Marys.

Having noticed a few false motives by which teachers are actuated, and space fails to enlarge, we can scarcely glance at that broader and nobler theme, true motives.

The grand aim of a teacher should certainly be to confer the greatest amount of real good possible on his pupils. To do this, he must love his work, love to watch and guide the tender and growing mind of childhood, love to surround it with such sweet influences as shall win it onward and upward. It ought to be our aim so to educate the youth of to-day, that they shall become the earnest and truthful men and women of to-morrow, and the happy immortals of eternity. We ought to strive to develop the bodily powers of our pupils, so that their minds may have fit temples in which to work; we ought to labor to expand their mental faculties, laying the foundation broad and deep, and building firmly and gracefully thereon; but above all, we ought, with God's blessing, to strive to educate the *heart*—to fill it with those holy truths and glowing promises revealed in the Bible, to surround it with such pure and sacred influences as shall prove a shield against life's temptations, and prepare it for joys in the Great Beyond.

S. J. W.

WESTFORD, CONN., May 21, 1860.

THE SECRET OF ENGLAND'S GREATNESS.—It was a noble and beautiful answer of our Queen, says the *British Workman*, that she gave to an African Prince, who sent an embassy, with costly presents, and asked her in return to tell him the secret of England's greatness and England's glory; and our beloved Queen sent him, not the number of her fleet, not the number of her armies, not the amount of her boundless merchandise, not the details of her inexhaustable wealth. She did not, like Hzekiah, in an evil hour, show the ambassador her diamonds and her rich ornaments, but handing him a beautifully bound copy of the Bible, she said, "Tell the Prince that this is the secret of England's greatness."

When a man properly understands himself, morally and physically, his road to happiness is smooth, and society has a strong guarantee for his good conduct and usefulness.—*Rush.*

ARITHMETIC RUN MAD.

"What an idea!" "Arithmetic *can not* run mad." You are mistaken, fellow teacher; Arithmetic *has* run mad; and it has bitten many a teacher, and perhaps the virus is now coursing your veins; and if it has not already produced foaming at the mouth, it has exhibited itself in other, no less unmistakable symptoms.

A dread of water is the usual accompaniment of madness. A desire to bite others is still another. Look around you and see the helpless little victims writhing in agony, with swollen arms and contracted brain made so by your insatiate desire to infuse arithmetical madness into them.

How much time do you spend in a day with them, in talking about the mighty river systems of the United States, the expansive lakes, of the waters that wash our coasts and bear our commerce round the world?

Ah, none. You are afraid, afraid of *water*! You have been bitten. Did you ever take your pupils across the Atlantic, through the straits of Gibraltar, up the Levant, through the Dardanelles and the Bosphoros into the Black Sea, to the Crimea? You dare not, you are afraid of water. You never have taught them the location of Paris, London, Venice, St. Petersburg, Amsterdam, and hundreds of other great and important maritime cities, because you are afraid of water.

Is it your custom at the hour of recitation, to have the outlines of the state or country under consideration drawn upon the blackboard to be filled up by the class with the appropriate rivers, towns, mountains, &c. Oh! the dread of water, water! How difficult it is for your scholars to mention the names of a dozen capes projecting into the sea, or the names and lengths of as many rivers, for fear of slipping off into their angry waters."—*Conn. Com. School Journal*.

GOD COUNTS.

A plate of sweet cakes was brought in and laid upon the table. Two children played on the hearth rug before the fire. 'Oh, I want one of those cakes!' cried the little boy, jumping up as soon as his mother went out, and going to the table. 'No, no,' said his sister, pulling him back. 'No, no; you know you must not touch.'

'Mother won't know it; she didn't count them,' he cried, shaking her off, and stretching out his hand.

'If she didn't, perhaps God did, answered his sister.

The little boy's hand was stayed. Yes children, be sure God counts.

WOODWORTH.

Mathematical Department.

 DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 194.—By ISAAC H. TURRELL.

Two given circles, lying in the same plane, intersect each other. From one of the points of intersection draw two chords, one in each circle, so that they shall contain a given angle, and have to each other a given ratio.

PROBLEM No. 195.—By C. F. R. B.

A boy counting his marbles two by two, three by three, four by four, five by five, and six by six, each time had an odd one; but counting them by sevens they came out even. Find arithmetically how many marbles he had.

PROBLEM No. 196.—By C. F. R. B.

When a boy (a) feet from the trunk of a tree (b) feet in height, is approaching the tree at the rate of (c) miles per hour, at what rate is he nearing the top?

PROBLEM No. 184.

MR. TURRELL says: "The construction of this problem is similar to that of No. 173. The diagonal BD and the given line FE, in No. 184, will be found to correspond to the lines EF, HC, in solution to No. 173."

PROBLEM No. 182.

Given $\left\{ \begin{array}{l} 4x^4 - 13y - 2\sqrt{y} = -52 \\ 3x^2 + y(4y+1) - (11-y-x)^2 = 35. \end{array} \right\}$ to find x and y by quadratics.

[As an error occurred in the former printing of this problem, we have concluded to reinsert the whole.]

Erratum. In the September No., p. 340, Line 5, for 56, read —56.

One problem is omitted; the engraver having lost the diagram.

Editorial Miscellany.

EXAMINERS.

The writer who decides that none but teachers are properly eligible to the office of Examiner, seems to forget that Education is everybody's work. It is a profession that has no exclusiveness. It is the exception to the rule. Some of the best examiners the world knows belong to other professions.

The only questions I should ask, are, Is he qualified? is he honest? There is no man, and no honorable profession but is intimately and seriously interested in education, and the teacher should make it one of the labors of his life to use the citizen in all the ways he can, in the work of education, and never indulge a fear lest some one should encroach upon his profession. The teacher has a large field to work in, and he cannot do his work as successfully without help as with it; and the more help he gets the better he lives.

PARKE.

NOTES BY THE WAY.

Having had the pleasure of visiting the following institutions, a brief sketch of them may be interesting to the readers of the JOURNAL.

Wabash College, Crawfordsville is under the Presidency of Dr. White, a substantial looking gentleman, not tall but dignified. He has about enough reserve of manner to be President of a College, and, I am told, fills his place well. He is admitted to be a scholar by all who know him.

The Faculty are a worthy company of working men. Prof. Mills has become extensively known in our State, by the service he has rendered as Superintendent of Public Instruction, and his energy and industry must do good service to the work of education wherever he is found a laborer. Prof. Hovey gives proof that he is a naturalist, practically, by the excellent cabinet which has been collected and labelled, in which the rare and beautiful richly blend. Profs., Campbell, Thompson and Hadley stand fair in the estimation of those who know them as educators.

The College is pleasantly situated in a well shaded campus of twenty- or thirty acres, and embraces a College, a Preparatory and a Normal De-

partment. The buildings are not complete, but the officers of the Institution are anticipating the generous aid of their friends, in liquidating a present indebtedness, in completing the original design, and in giving it permanence beyond contingency.

The Faculty has celebrated its quarterly centennial anniversary, and it promises to celebrate many others. It is under the management of the N. S. Presbyterian Church,

ASBURY UNIVERSITY, GREENCASTLE.

It has never been my lot to visit this institution when in session, and when there in vacation the janitor was not to be found, hence the interior of the building, its libraries, apparatus and cabinet are not known to the writer. The College grounds are pleasing but less than would be desirable. The building is large, plain, and well adapted, apparently, to its object; but the superior number that resort here for learning, I understand, has suggested to its Trustees the propriety of erecting a new building, more extensive in design,

A Law school is sustained in connection with the Academic Department, and a female department will be attached as soon as \$50,000 shall have been raised.

The Faculty is undergoing changes; Prof. Nutt takes the Presidency of the State University, Prof. Lattimore leaves for New York State, and Prof. Fletcher is our Superintendent of Public Instruction elect. I understand John W. Locke has been chosen to fill the place of Prof. Nutt, and Prof. Wiley that of Prof. Lattimore.

This Institution is under the control of the M. E. Church. The State has felt its usefulness, and it sends forth a stream that may never end.

INDIANA UNIVERSITY, BLOOMINGTON.

A few weeks ago I had the pleasure of visiting this institution. The old building having been destroyed by fire, all is now new. A superb College edifice, into which enters largely the excellent mountain limestone of that region, now Phoenix like succeeds the old one. The vicinity of the place is healthy and fruitful, but the more remote surroundings are not marked either by fertility or thrift. Bloomington is a handsome place; its undulations give beautiful scenery around it. Nature has done her part well for a university, and the citizens of that place will excuse me if I say that the temple of Science should have its counterpart in the temple of Justice. A jubilant meeting had just been held for the purpose of taking a brick out of the latter, to be sent to Gov. Wright, who carried it to its place, by a citizen leaving for Berlin. It struck me forcibly that if that same court house could have had more neat surroundings, Gov. Wright would have been better honored.

Here, let it be remembered, may be found Daniel Kirkwood, LL. D., the Mathematical editor of this Journal, who fills his place in the chair of Mathematics with ability and success. You may expect an urbane re-

ception at his house, and, leaving, you will no doubt feel glad that an hour was spent in his company. Prof. F. A. Wiley, who takes the department of Natural Science, I found social and agreeable, and I was favorably impressed with the dignified bearing and scholarship of President Lathrop, who leaves for a chosen field of labor in Missouri, and is succeeded by Prof. Nutt of Greencastle. I have not the pleasure of a personal acquaintance with the remainder of the Faculty, but understand that our State University is at present supplied with efficient instructors.

Embarrassments have attended the progress of the Trustees in reaching the provisions of the Statutes, and our Legislature has failed for two years to vote them means to establish a Normal and Agricultural department, as the law provides. We need a University, a STATE UNIVERSITY, in the full sense of the term. Our State goes a begging to her Denominational schools for her teachers. Her system of common school instruction must forever be incomplete without a Normal School, and that Normal Schools may reach their proper standard, and receive appropriate aids, they should be connected with the University, each department of which should lend its aid.

A teacher needs more than arithmetic, grammar and geography. An indispensable quality of mind should be *expansiveness* to see the *outlines*, at least, of all departments of learning, Literature, Natural Science, Mathematics, Medicine and Law.

It requires minds that can grasp the whole subject and contemplate it in all its parts, and, in this minutiae, to draw *bold* and *clear outlines*, and to present them with force and profit to the superficial learner. If the teacher is not eminent for his acquirements, he should have his mind rightly impressed with the scope and importance of learning, and to reach this he should be brought into the familiar acquaintance of men of learning of every class. At the University the objects are best reached.

Before we leave Bloomington let it be mentioned that here may be found our familiar friend E. P. Cole, President of the State Teachers' Association, whose useful services have been known for several years in a Female Institute at this place. I found hospitality, sociability and friendship blending in his family circle.

At SALEM I found our Ex-President, James G. May, who is known in the State Association as a public spirited man. He has charge of a male and female seminary whose advantages are rendered reciprocal. He labors on the spot where my boyhood sought learning, and our Alma Mater, now in ashes, was the same. In those days Washington was the pioneer county in the work of Education, and the useful labors of John J. Morrison will not soon be forgotten, as our presiding instructor.

I ought not to omit in this connection, a peaceful and enterprising village called Waveland, near the junction of Montgomery and Parke Cos, where is found a prosperous Academy, which in the past year has as-

sumed the name of WAVELAND COLLEGIATE INSTITUTE. It is under the patronage of the O. S. Presbyterian Church, conducted by Profs., J. M. Ooyner and H. S. Kity, as associate Principals, and gives indications of usefulness and permanence. I visited it not long since, and was favorably impressed, not only with its teachers and students, but with the generosity and good example of the people that surround it.

In connection with this hasty sketch of hasty visits let me add that I can commend the exchange of social visits to teachers everywhere. We are benefitted in our profession by social interchange, and a regret has frequently been felt that the able men of our State are not more generally found at our State Associations, in good working order. We need more fraternal feeling. The *professional* teacher ought to be the efficient motive power that shapes legislation, and perfects our whole educational policy. I fear some are like the boy that would not say A, for fear he would have to say B, and C. And indeed when we look over our State and see how much is to be done, no wonder good men get discouraged. But let us remember that states and nations become great by individual exertion, and no generation would rise were there no pioneers to lead the way.

PARKE.

EDITORIAL EXPERIENCE.

There are many things about Editorial life interesting, and especially so when a *School Journal* is the periodical to edit. Having made an astronomical calculation when the matter for our monthly *must* be ready, and looked over the whole State and had in your mind's eye two or three dozen gentlemen and ladies that can write well and are deeply interested in the cause of education, and are desirous to see our State and its teachers rise together, and maintain an honorable rivalry with sister States and their enterprising fraternity, and having waited with expectation a whole month for animated articles from them, and then to meet with a disappointment like the farmer whose crop has been ruined by the *drouth*, and find no originality about his table except one or two dry articles from his trite friend "Parke,"—what do you think of that for editorial life?

But fortunately for the Editors of the INDIANA SCHOOL JOURNAL, when they cannot find "aid and comfort" in their own State, they soon discover where they can be had. You have only to avail yourself of the valuable journals that cluster around you in rich profusion. The *Illinois Teacher* is a near neighbor of ours, and a very worthy one too. It shows a good educational spirit in our sister State, and its reading matter speaks well for the taste and talent of its teachers and editors.

The same may be said of the Wisconsin Journal of Education, the Ohio Educational Monthly, Michigan Journal of Education, New York Teacher, Massachusetts Teacher, Vermont School Journal, Connecticut Common School Journal, New York Mathematical Monthly, Rhode Island Schoolmaster, New Hampshire Journal of Education, The Educator, (Pittsburgh.) The Southern Teacher, The Educational Repository, (Atlanta, Ga.) all of which afford a rich assortment of varied material upon which he can draw for his readers.

But this is not what we most need. Our Journal should have more home literature;—home writers to secure more interested home readers. Did you ever write for a paper without reading your own article first when published? Then if our paper appears dull, send us an article, and it will, in your estimation, be materially improved: and when we can get new matter we shall have a rare School Journal.—PARKE

EDITOR SCHOOL JOURNAL:—

The following verses written by a teacher and taken from a lady's album, illustrate, very strikingly, the character of many of our Hoosier teachers in those counties where no Teacher's Institutes are ever held, nor any regular county associations; where an Educational Journal is unknown, and where the County Examiners are politicians, and everything else, indeed, but practical educators.

The sublimity of the poetry and its correctness will doubtless be observed. What a pity that our legislature will not appropriate some money for the holding of a Teachers' Institute in each county for at least two weeks in the year, as is done in so many of the other States.

Deap down in the harts of the honest young men
there is a luv fur harminy.
fur eech too injoy what ere they can
throu the influanse of matrimony.

Menny young ladas to me are deer
frequent them, a calling:
Some too mee are very neer
is that of Miss Maga Allen.

You ask mee too rite you a sonit
upon thots as they rize.
is it upon your brow or your bopit,
upon your lips or your eyes.

If upon your brou it will shou it
if upon your bonit as I can
if upon your lips Ill bestow it
the abuv was ritten by J. L. Tam.

From FRANKFORT, Clinton County.

PERSONAL

Prof. Miles J. Fletcher, who has just been elected State Superintendent of Schools in Indiana, is a thorough educator, and what is still better he has a heart glowing with love for the work before him, and emulous of the noble fame of Mann, Randall and Wines.

Mr. J. Baldwin, whose School we noticed in the September No., is teaching at Kokomo, Ind., but the types made us call his the Hopkins school.

Rev. John A. Campbell, who graduated at the North Western Christian University, Indianapolis, in July of the present year, has become Principal of the Ladoga Academy in the place of John Young. Mr. Campbell is a man of ripe judgment, of superior acquirements, a patient laborer, and will do honor to the teacher's profession.

Mr. John M. Snoddy, A. B., also a graduate of the N. W. C. U., assists Mr. Campbell in the Ladoga Academy. Mr. Snoddy was a close and vigorous scholar, and will prove a faithful and energetic teacher.

Mrs. Carrie D. F. Bush keeps up the interest of the *Olive Branch*. Are not teachers especially interested in this excellent work? Education and Temperance go hand in hand; the former without the latter is utterly worthless. Only fifty cents a year.

Mr. B. Eglin, lately a teacher at Walpole, Hancock County, Ind., has removed to Mattoon, Ill.

Mr. I. H. Turrell, one of the active contributors to the Mathematical Department of this Journal, moved to Ohio a few months since, but now desires to return to Indiana. No wonder! for the skies brighten now, over the land of the Hoosiers.

Mr. Turrell has shown himself a teacher of the right stamp, and we wish his return. Where is a first rate teacher needed just now?

Mr. George H. Stowits, one of the most eloquent and able of the New York Teachers, has been holding an Institute in Stuben Co. We see by the language of the committee that Mr. S., is doing a noble work, and is very highly appreciated.

Mr. S. took an active part in the National Association and also in the N. Y. Association, and we know from our own experience that all who have heard him will desire to hear again. We wish Mr. S. could be present once at our Indiana State Teachers' Association. Our next Association promises to be very largely attended. We have many letters to that effect.

Mr. James Montieth, author of those excellent geographies, wherein history is made a prominent characteristic, as it should be, is now Principal of Ward School No., 17, New York City.

Mr. Greeley, of the New York Tribune, promises to make Education the leading object which he will labor to promote after the election.

Rev. Edward E. Walker has accepted the appointment of Professor of Rhetoric and English Literature in Marietta College, Ohio.

Hon. Joseph White, of Williamstown, has been appointed Secretary of the State Board of Education in Mass. Mr. White is a lawyer by profession, but will no doubt sustain himself well as successor of Mann, Sears and Boutwell.

Prof. W. H. C. Price was elected editor of the Educational Repository, in place of Mr. J. Knowles, resigned, at the last meeting of the Educational Institute of the M. E. Church South, at Atlanta, Ga.

M. D. Leggett, Superintendent of the Zanesville, Ohio, Public Schools, in a recent report urges the importance of moral instruction in the common schools, and argues that the fear of introducing sectarianism has lead us to neglect instruction in sound morality. A teacher's work is not done when he simply sustains good order and teaches the branches required. The child has passions, and loves and is angry before it reasons or speaks. The natural sciences give no control over appetite or passion. A child's moral nature is nowhere so rapidly developed for good or evil, as at school. Teachers may daily and hourly use their best endeavors to impress on the minds of children committed to their care, the principles of justice, a sacred regard for truth, love of parents, country, humanity and a universal benevolence, sobriety, frugality, moderation, self-control and many other virtues. This is not forbidden ground; there is a wide field for moral instruction, without any approach to denominationalism. The subject is worthy of attention.

Morton & Griswold, of Louisville, Ky., have two pages of advertisements in this No. We invite the attention of teachers to them. We are glad, of course, to see the house appreciating the Journal as a means of advertising. See new price list.

The Board of County Examiners requests us to say to the teachers of Marion County, that Examinations take place regularly on the last Saturday in the month, at 9 o'clock, A. M., at Bryant's Commercial College.

NOTICE TO DELINQUENTS.—We intend to publish in a coming No., the names of delinquent subscribers for Vol., IV of the Indiana School Journal. The money belongs to the State Teachers' Association.

DON'T GIVE UP.

"I can't do it father. Indeed I can't."

"Never say can't, my son; It isn't a good word."

"But I can't father; and if I can't, I can't. I've tried and tried, and the answer won't come out right."

"Suppose you try again, Edward," said the father to the discouraged boy.

"There's no use in it," replied the lad.

"What if you go to school to-morrow without the correct answer to the sum?"

"I'll be put down in my class," returned Edward.

His father shook his head, and his countenance assumed a grave aspect. There was a silence of a few minutes, and then Edward said confidently, "I will try, and I know it will come out right next time."

And so it did. One more earnest trial, and the work was done. Far happier was he after the successful effort, than he could have been if, yielding to a feeling of discouragement, he had left his task unaccomplished.

And so all will find it. Difficulties are permitted to stand in our way that we may overcome them; and only in overcoming them can we expect success and happiness. The mind, like the body, gains strength and maturity by vigorous exercise. It must feel and brave, like the oak, the rushing storm, as well as bask amid gentle breezes, in the warm sunshine. —*Southern Teacher.*

THE FARMERS' CLUB ON LIGHTNING.

At a recent meeting of the Farmers' Club, held at the Coopers' Institute, the question "Why are barns so often struck by lightning, and a preventive thereof" came up for discussion, which proceeded in the following learned and able manner:—

The Chairman said that he had known New York for over 60 years.—When he first knew it there were only 100,000 inhabitants, and there are now 1,000,000; and during all this time it was calculated there had not been near ten times as many houses struck as had been 60 years ago.

Mr. Carpenter thought it a very interesting subject, and that electricity shoots upward from the earth as often as downward from the skies.

A member from New Jersey thought that lightning-rods ought not to be isolated; and, among other things, said the greatest danger from lightning is before the rain falls.

Mr. Solon Robinson then said that he had been struck by lightning once himself, besides being knocked about generally in the world, and therefore thought that he could speak feelingly on the subject. He was once sitting in the house with some females; the lightning struck the house, knocked over a good many kettles and pans, and killed a dog in the same room, and it was raining torrents at the time.

Judge Meigs said that he had also been struck by lightning, and could therefore speak feelingly on the subject. He then related, in a jocular manner, a story of a young man who had got struck by lightning, and thought it was the "prettiest thing he ever felt,"

A member from New Jersey then remarked that very few, or not any, steamboats, blacksmith shops, or iron buildings were ever struck by lightning.

Dr. Trumbull had often heard telegraph wires tingling with lightning, and afterward found the tops of the poles burnt and shattered, and the bottoms untouched.

Judge Meigs had examined trees in the country split by lightning, the grain of the splinters showing that the lightning came upward from the earth.

Dr. Trumbull said that the fluid always follows the grain of the wood, and would often take a circuitous course.

Mr. Carpenter begged leave to differ with him, and stated that he had often seen lightning go straight through a tree cross-wise to the grain.

After a few remarks from a gentleman who spoke of his poplar trees being always singled out by lightning among the tallest oaks, and also a few remarks from Dr. Trumbull on the scientific importance of the subject, the meeting adjourned, suspending the discussion.

We are anxious to know what more can be said on this important subject by the Farmers' Club. We hold our breath in suspense.—*Scientific American.*

TEACHERS' INSTITUTE.—If all the teachers would labor to improve themselves as do the members of the Marion County Teachers' Institute, there would soon be encouraging results, especially if School Trustees would make qualifications, not price, a standard. Our Institute held an interesting meeting of ten days, last July, at the literature loving village of Oakland. Various matters were discussed, classes taught, &c. And now, to crown their glory, here comes a neat pamphlet containing their proceedings. May such teachers never want for situations!—*American.*

It is said that Garibaldi has appropriated five thousand ducats for the continuance of the excavations at Pompeii.

OUR BOOK TABLE.

Vodges and Alsop's Elements of Practical Arithmetic. Philadelphia: E. C. & J. BIDDLE & Co.

This little book is confined to an explanation of the Fundamental Processes of Arithmetic with their application to compound numbers, and comprises COPIOUS EXERCISES.

It is a Normal book, going into the detail and philosophy of the simple processes of numbers, with the best and fullest rules we have met with anywhere. Thousands of teachers in the primary and intermediate schools need this little book very much.

The Select Academic Speaker; Containing a Large Number of New and Appropriate Pieces, for Prose Declamation, Poetical Recitation, and Dramatic Readings. By HENRY COPPEE, A. M., Professor of English Literature in the University of Penn., Author of *Elements of Logic*, *Elements of Rhetoric*, etc. Philadelphia: E. H. BUTLER & Co. Indianapolis: MERRILL & Co.

The selections are new, and by the most eminent orators and writers the world has ever known. The type is small but clear, and the selections are short. Let teachers visiting Indianapolis be sure to visit Merrill & Co.'s Book store and examine this and other excellent books.

Astronomy, and Astronomical Geography, with the Use of the Globes. Arranged either for Stimulating Reading and Study in Classes, or for the Study in the Common Method. By EMMA WILLARD. New York: A. S. BARNES & BURR.

We have an article laid away for future publication on illustrative teaching, which complains because so few teachers know how to use apparatus to advantage. Now here is a book by an author of eminent ability, throwing light upon the successful use of the globes. How many will avail themselves of this publication of this indefatigable firm, Barnes & Burr? Says the author, "In the study of the terrestrial globe, indispensable on account of the false impressions given by comprehensive maps, especially maps of the world, the author has devised some new methods. We hope to have time to study this book, but at present we can only tell what it proposes, and we confide in the author.

Chain of Sacred Wonders: or a Connected View of Scripture Scenes and Incidents from the Creation to the Close of the last Epoch. By REV. S. A. LATTA, A. M., M. D. Cincinnati: APPLGATE & Co. \$2.50

Gathered Treasures from the Mines of Literature. Containing Tales and Sketches and Gems of Thought. Cincinnati: APPLGATE & Co. \$2.50.

The Philosophy of Natural History. By JOHN WARE, M. D. *Prepared on the Plan and Retaining portions of the Work of WM. SMELLIE, Member of the Antiquarian and Royal Societies of Edinburgh.* Boston: BROWN & TAGGARD.

This is a book of 450 pages, neatly illustrated, with a clear inviting page, and adapted to popular reading. Mr. Ware says, The object of the book is not to teach Natural History technically speaking, but to present such views of it as would be intelligible to the young student and to the general reader. "It treats of the external life of animals, their characters, manners, habits, and mental characteristics."

The Exiles of Florida: or the Crimes Committed by our Government Against the Maroons, Who Fled from South Carolina and Other States, Seeking Protection Under Spanish Laws. By JOSHUA R. GIDDINGS: Indianapolis; ASHER & Co.

This book is already either famous or notorious; one naturally desires to know from personal inspection the remarkable points in any book which has aroused the public mind.

Speeches and Writings of Thomas F. Marshall. Edited by W. L. BARR. Cincinnati: APFLEGATE & Co.

The house of Applegate & Co., is one of the largest in the Queen City and it has a great variety of publications not easily found elsewhere. This life of Marshall is one of these. Applegate and Co., publish or have for sale every variety of Classical books, and all the standard English publications.

The Young Men's Christian Association of Indianapolis, has engaged for the winter course of Lectures the following gentlemen: Bayard Taylor, Nov., 19th; Dr. Winship, Jan., 9th; John B. Gough, Prof. Youmans and Dr. Breckinridge. Others have been invited and are expected during the season which promises unusually well.

QUERY.—Why did the School money distributed in 1860 fall so much short of what was justly expected and promised? Will the Superintendent answer?

We would call attention to our new advertisers this month. Much that is new and interesting will be found in this department.

The Equitable School Agency, Elias Longley, Cincinnati.

Messrs. G., & C. Merriam publish some important recommendations to Webster's Dictionary, from the press in England.

Messrs. Sower, Barnes, & Co., advertise Normal Arithmetics, Readers, Maps, &c.

Messrs. Swan, Brewer & Tileston, a page for Worcester's Dictionary. Read the testimony they publish.

Kelsall's advertisement of School Furniture is also in this number.

SEVENTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

To be held at the Capitol at Indianapolis, December 26, 27, 28, 1860.

ORDER OF EXERCISES.

26th, 2 o'clock, P. M.—1. Preliminary business. 2. Reports of members of Committee on County Associations, Institutes, etc. 3. Presentation of professional queries, (written.)

7 o'clock, P. M.—Address by President, E. P. Cole.

Discussion of topics in said address, and miscellaneous business.

27th, 9 o'clock, A. M.—Opening Exercises.

9-15. Paper on school Directors; their duty and efficiency;—Jas. G. May. Discussion of said Paper.

10-15. Discussion of question,—*Should the Legislature at its present Session, levy a two mill tax for School purposes?*

2 o'clock, P. M.—Paper on Vocal Music in Schools, by J. McKee. Discussion of said Paper.

3 o'clock.—Paper on School Government, by B. C. Hobbs. Discussion of said Paper. Miscellaneous.

7 o'clock.—Address by ———

Discussion of topics in said address.

28th, 9 o'clock, A. M.—Opening Exercises.

9-15—Paper on Institutes, by G. W. Hoss. Discussion of said Paper.

10-15—Discussion of question, *Should the Legislature at its present Session inaugurate an amendment to the Constitution permitting Local taxation for the support of schools?*

11-15—Miscellaneous.

2 o'clock, P. M.—Paper on School Examiners; their duties, and Law providing for the appointment of the same, by G. A. Irvine.

Discussion of said Paper.

3-15.—Election of Officers and Associate Editors.

Report of Treasurer. Miscellaneous.

7. Closing business.

8. Reunion, Toasts and Responses.

Adjournment.

Arrangements will be made in proper time, relative to boarding and Railroad fare. Papers throughout the State are requested to copy a notice of the above; members also, requested to apprise teachers who are not members of the association.

Per EXECUTIVE COMMITTEE,

THE Indiana School Journal:

INDIANAPOLIS, NOVEMBER, 1860.

VOL. V. G. W. HOSS Editor for November. NO. 11.

INDIANA IN CONTRAST.

We are not unaware of the unpleasantness, and perhaps, unpopularity, of noting or enumerating the short-comings of the State or other organism of which the speaker is a member. Yet allowing these their full force, we believe it good at times to speak out the truth,—the whole truth, provided this be done kindly and fairly. Hence then, this out-spoken contrast. We promise that this shall be limited, so far as we are able by the conditions above, viz: kindness and fairness.

1. Of Normal Schools.

Of these Massachusetts has - - - - - 4,
(The first of this number located at Lexington, was opened July 3, 1839;—this being the first in the United States.)

Connecticut has	- - - - -	1,
Rhode Island,	- - - - -	1,
New York,	- - - - -	1,
Pennsylvania,	- - - - -	1,
New Jersey,	- - - - -	1,
Michigan, younger than Indiana,	- - - - -	1,
Illinois, " " "	- - - - -	1,
Minnesota, but two years old,	- - - - -	1,
Indiana, in strong contrast,	- - - - -	none.

It will be observed, we speak only of State Institutions—institutions supervised and endowed, in whole or in part, by the State.

2. Average length of Public Schools per annum.

Maine keeps her public schools open annually,	4.6 months,
New Hampshire, - - - - -	5.25 "
Vermont, - - - - -	5.5 "
Massachusetts, - - - - -	7.5 "
Rhode Island, - - - - -	8.5 "
New York, - - - - -	7.6 "
New Jersey, - - - - -	9.29 "
Delaware, - - - - -	7.6 "
Ohio, - - - - -	6.8 "
Michigan, - - - - -	6.0 "
Illinois, - - - - -	6.83 "
Indiana, in striking contrast, - - - - -	3.5 "

The majority of these is for the year 1858 : Indiana, however, is for '69, which advances her from 3.03 to 3.55. Had her estimate been taken for 1858 as others, she would have fallen, omitting the fraction, one hundred per cent. below any one of her three neighbors, Ohio, Michigan, or Illinois. Does this need remedy ? We'll await the legislature's answer.

3. Of the average wages of teachers in public schools.

Connecticut pays her teachers per month,

inclusive of board,	Males, \$30,84.	Females, \$16,56.
Rhode Island, inclusive of board, "	\$34,50,	" \$20,34.
Massachusetts, " "	\$49,88,	" \$19,63.
New Jersey, exclusive of board, per ann.	\$393,00,	" \$237,00
Illinois, " per month	\$29,66,	" \$19,48.
Indiana, still in contrast, " "	\$24,48,	" \$18,52.

We are pleased to be able to say, Indiana looks better from this stand point than from either of the others. Especially is this so if we consider the approximation to equality in the two sexes. The inequality of the wages of males and females in Indiana is less than in any of the above named States. This is well, being as we think a step in the right direction.

4. Legislative State appropriations for support of Teacher's Institutes, Associations, &c.

The Legislature of Rhode Island appropriates annually for the support of Institutes, - - - - - \$300.

This, divided equally among the several counties, gives each \$75.

The Legislature of Massachusetts appropriates annually, under

certain wholesome conditions to each county for the support of County Associations, - - - - - \$50.
Annually to the State Association, - - - - - \$150.
Also annually to each county for the support of Institutes,—the amount I have not now in my possession.

The Legislature of New York appropriates annually to each county for the support of Institutes - - - - - \$120.

Iowa for a like purpose where thirty teachers assemble, an amount not exceeding - - - - - \$50.

Michigan, on recommend of Superintendent of Public Instruction, any amount not exceeding \$200, provided, that the aggregate per annum does not exceed - - - - - \$1,800.

Indiana, in her usual contrast, appropriates *nothing*.

Indeed, so far as I know, nothing has ever been said by the Legislature on this subject; at any rate nothing has been done. In the direct statement of the Superintendent of 1856, "The State has not expended a *dime* to improve her teachers." (See Report, p. 311.) The legitimate effects of this policy are announced by the Superintendent of 1859. Says he, "I hear from no county in the State on this subject, (i. e. the capability of teachers,) but that I hear complaints of the want of qualified teachers." (Report of '59, p. 22.)

By way of conclusion, we cannot refrain from turning advocate for a moment or two. Not, however, to argue all the above facts, for this would be the waste of hours spreading over pages, but to submit inquiries to that honorable body, the incoming Legislature.

The Constitution of Indiana wisely and clearly postulates the following great truths:—

"Knowledge and learning, generally diffused throughout a community, being *essential* (the italicizing mine) to the preservation of a free government," therefore, "It shall be the duty of the General Assembly to encourage by all suitable means, moral, intellectual, scientific, and agricultural improvement." As a means to this end, this same article says it shall be the duty of the Legislature, "to provide by law for a general and uniform system of Common Schools, wherein tuition shall be without charge and equally open to all." (Art. 8, Sec. 1.)

Now, while the quantum of this "knowledge and learning" is not expressed, nor can be with the precision of mathematical quantities, yet the grand inquiry comes, whether a school of 3.55 months per annum secures the quantum sufficient for the end proposed,—an end

no less, says the postulate, than the "preservation of a free government." You, respected legislators, are the rightfully appointed and commissioned judges; hence then to you the inquiry, namely: Will a 3.55 months school per annum yield "knowledge and learning" sufficient for the "preservation" and prosperity of a "free government?" We insert prosperity, for mere preservation is not the whole end of legislation, but *prosperity* also.

2. "Common Schools, wherein tuition shall be without charge, and equally open to all," being assumed as a means to this end, could not the efficiency of this means be economically augmented by an appropriation for the *better qualifying* of teachers? We say economically, intending to say and believing, that limited appropriations taking this direction will yield a heavier per cent. than the same amount going to pay the illy qualified teacher.

The channels of these appropriations are, as above indicated, the Normal School, or Teacher's Institutes; the latter, if we may here insert our opinion, being for a few years to come, the more feasible and the more appropriate in proportion to the funds expended.

3. The friends of education are expecting something at the hands of this legislature. Shall their expectations be in vain?

THIS LIVE WORLD OF OURS.

Agassiz and Gould estimate that there are at least two hundred and fifty thousand different species of living animals. When we think for a moment of the number of individuals belonging to each species, we can begin to have a faint idea of the innumerable throng of animated creatures that people this earth of ours, which is of itself only a minor satellite of one of a vast number of solar systems. We said a "faint idea," for who can grasp the magnitude of the figures required to enumerate the individuals of a single species, say of cattle among quadrupeds, or of pigeons among birds, or of herrings among fishes, or of house-flies or musketoes among insects, each one of which is a living, breathing, pleasure-seeking animal!

[For the Indiana School Journal.]

PROFESSIONAL ENTHUSIASM.

It is not quite original to remark that "Knowledge is power," but the suggestion that the aphorism is to be taken with some limitations may be deemed by some as both original and untenable. Knowledge, of itself, is passive, and can be regarded as a power only when powerfully employed. In modern parlance money too is a power, but is only felt to be such when performing its appropriate functions of representing values, or of being the medium of exchange. Money withdrawn from circulation is appropriately styled dead capital, and not much unlike this, is knowledge that is not linked to the motor powers of the human soul.

Mental philosophers have very properly classified the states of the mind into intellectual, emotional and voluntary. These terms evince with sufficient distinctness the office that each holds in the economy of the human being, and also mark the active elements of the soul. Knowledge of itself never did anything, but Goodness created a universe. Knowledge gave a form or archetype, but active Benevolence caused worlds to flash into being.

As "the power of the lever" is but a formula for expressing the fact that force may be exerted by the lever as an instrument, so we are to regard Knowledge as the instrument, by which the motor powers of the mind are linked to the car of human progress. Hence the spirit in which a man works will, all other being equal, be the measure of his power.

And here, I wish to commend to teachers especially the importance of an enthusiastic spirit, as the most important factor in the result at which they aim. The attainment of this enthusiastic spirit is made possible by the division of labor, that must inevitably mark every civilized community. No man now is compelled to engage in three or four professions, except, perhaps, he is striving to adjust himself, by trying, to some labor that he is competent to perform. However myriad-minded a man may be, he was designed by nature and the constitution of society to converge on one object all the powers of the soul. "Ye cannot serve two masters;" nay, more, that two master objects can co-exist in one soul is incongruous and absurd. We would not urge that subordinate ends may not be

reached in the course of life, but this, that *some one* great object for which we strive should take possession of the soul. As the sun in the solar system is the central orb to which all others are satellites, so in the human mind, all its powers should be subordinated to and controlled by some one great central idea. Where this oneness of purpose and endeavor are wanting, then is the *chaos* of mind, but where it is found there is found the *cosmos* of the soul.

Do not be frightened from your propriety by the thought of becoming men of one idea. However odious the associations of that phrase may be, in it there is contained a valuable truth. No man would willingly see handed over to forgetfulness the records of human biography, but what are these but the records of some master passions, embodied perhaps in a Newton or a Napoleon, a Florence Nightingale or a Mary Lyon. These master passions unify the life of a man, and are the volcanic forces of the social world, that both engage our admiration and shake out of society its degrading superstition and usurping abuses. Like a park of artillery, the forces of a man must be concentrated upon one point, if a breach is ever to be made in the wall that separates from success.

Thousands here and in foreign lands admire the power of the renowned temperance lecturer, John B. Gough. What is the secret of that wondrous power? It is the complete mastery of one subject and his being possessed by it. What hours of consuming toil has he not spent to sound the abysses of intemperance, and to trace all the streams that are affluent into this Red sea of ruin? This one theme has gained possession of his soul, and himself on fire with the subject, he kindles to an equal flame the enthusiasm of all that hear him. In every department of life, and in every profession, singleness of purpose allied with enthusiasm will achieve astonishing results.

The order of the world seems so disposed that a man shall be eminent in but one thing. Hence the importance, in the outset of active life, to select that profession which conforms to our ideal standard of honor and usefulness, and which lays strongest hold upon the affections. We may be convinced that the profession of the teacher is honorable and useful, yet none should be encouraged to engage in its work, save those whose enthusiasm kindles at the contemplation of the good to be attained. Duty is indeed a high motive to exertion, but when it is not bathed in and invigorated by love for its work, its efforts are apt to be languid and unavailing. These are

some of the general considerations that evince the necessity of enthusiasm in every walk of professional life.

But there are some special relations, that this subject bears to the business of the professional teacher, which we would now indicate.

1. And first it arouses mind. Nothing is more imperative and at times nothing more difficult than to arouse to action, the mind of the thoughtless and indifferent scholar. In overcoming this formidable difficulty, nothing is more efficacious than the enthusiasm of the teacher. His flashing eye, his animated yet controlled gesture, his earnest and warm address, and his numberless devices for exciting curiosity can hardly fail of arousing the most apathetic. While too great *demonstrativeness* may not be desirable, yet it will be even better to get into a quiver of excitement, so that every nerve shall shoot out its magnetic force to constrain the heedless, than that instruction should fall into the unfruitful soil of inattention and heedlessness.

2. In the next place enthusiasm will enable the teacher to fix the attention of his pupils. Like all the other faculties of the mind, the intellect has its habits, and not the least pernicious of these is *laziness*. It likes to lie down in the shady places of knowledge, to fix upon nothing, but to waste away its life in idle longings and vain anticipations. The judicious teacher will aim not only to arouse the dormant mind, but will endeavor to control its vagrancies and fix its attention. Without this attention no useful principle can be grasped or mastered by the student. No matter how clear an explanation may be, except there is carried with it a force to fix attention it will prove a fruitless labor. To succeed in this, enthusiasm in the teacher will be most effective, for it will excite the mind of the pupil to sympathy and imitation. This sympathy between the teacher and pupil is indispensable, and it may well be doubted whether any instruction can be imparted without it.

3. Enthusiasm is also promotive of good order and discipline in a school. By some it may be thought that a wide-awake and enthusiastic teacher would create some disorder, and would fail to keep his school toned down to the key of perfect quietness. It is a nice question to decide how quiet a school should be in order to secure the best results. Doubtless that degree is best which is compatible with the greatest intellectual activity. However, dull routine and drowsy noiselessness are not particularly promotive of mental activity, and should never be depended on as effective allies in conducting a school.

Astronomers tell us that the planets are subject to slight perturbations and mutations, but yet are not thereby turned from their proper orbits. And furthermore, it is maintained that their oscillations are essential to the maintenance of planetary equilibrium. So in the discipline of a school, that is not the most salutary order that crushes out life and spirit and lays violent hands on every eccentricity. A certain amount of freedom in every school exercise should be encouraged in order to give full play to the mind, and the decorous and well regulated enthusiasm of the teacher should give it measure and a model. Even if a degree of bustle be at times incident upon it, remember it is the bustle of well directed industry—if there is a little friction it is friction that impels—if a little attrition, it is attrition that brightens.

It is quite possible, by mere brute force, to keep school, but to guide, control and instruct, one requires a mind that can diffuse its activity and enthusiasm through every member of the school.

In conclusion, I would observe, that if any man has reason to be enthusiastic that man is the conscientious teacher. His work is imperishable. The paintings of Xeuxis, who vaunted that he was painting for all coming ages, have perished. The beauty trained in marble by the sculptor is wasted away by the erosions of time, and the glory of the architect is soon crumbled to dust. But the true teacher lays such color on immortal mind, carves with such nice and deep incision, and builds with such enduring principles, that his work will outlast all the ravages of time.

A. R. B.


TAKE CARE OF THE LAMBS.

Let teachers and parents weigh well the significance of the following extract :

"A gentleman in England was walking over his farm with a friend, exhibiting his crops, herds of cattle, flocks of sheep, with all of which his friend was highly pleased, but with nothing so much as his splendid sheep. He had seen the same breed frequently before, but had never seen such noble specimens, and with great earnestness he asked to know how he had succeeded in producing such flocks. His simple answer was, "I take care of my lambs, sir." Here was all the secret of his large, heavy fleeced, fat sheep—he took care of them when they were lambs.

For the Indiana School Journal.

THE PHYSICAL MAN.



BY R. T. BROWN.

Our system of education regards man in too purely an intellectual phase. It forgets, or wilfully ignores the great truth, that that which is spiritual in man can be reached only through that which is material; and, in turn, the intellectual man can manifest itself only through the physical. "*Mens sana in corpore sana*," (a sound mind in a healthful body) was the maxim that led Rome to the pinnacle of national glory in the Augustine age; and it was a neglect of this maxim that in after years gave degenerate Rome an easy prey to the Goth, the Vandal and the Hun tribes, all unlettered, but vastly the superior of the effeminate Roman in intellectual activity and mental force.

So general is the correspondence between the perfection of the physical organization and the acuteness of the mental perception and the power to endure mental labor, that we may regard it as a law that "as is the physical man so is the mental manifestation." Exceptions will be found to this as to all other general rules. A Pollock, a Kent, and a Kirk White may have exhibited great activity of mind with bodies undeveloped, feeble and rapidly tending to early graves. But theirs was rather the brilliant corruscations of genius, flashing up with morbid brightness for the moment, than the steady display of mental force and activity, such as characterized Bacon, Shakspeare, Locke, Newton and Hugh Miller.

But while we affirm that the perfection of development and persistent health of the physical man is the measure of the energy, force, activity and power of endurance of the mental man, we must not forget that the sympathy between the mind and body is mutual. If abuses of the "Outward man" impair the mental manifestation, so also abuses of the mental powers react to produce derangement and often disease in the physical organism. But this reaction is the more disastrous when the bodily powers have not attained a perfect development. The pale countenance, the emaciated form and the dispeptic mien, are not the necessary results of great mental labor or activity. Indeed these are more frequently the penalty of the violations of the physical law, than the result of overwrought mind.

This age has not produced a more laborious thinker than John

Quincy Adams, and yet he enjoyed an entire exemption from all those diseases commonly regarded as inseparable from a life of mental toil, and at eighty years of age he retained all the fullness of figure and freshness of youth. But the "Old Man eloquent" carefully observed a due proportion between the exercises of the body and the mind—was temperate in his habits and kept with religious fidelity all the laws of his material manhood.

From these observations we conclude that in educating mind, it is of the utmost importance that due attention be paid to the proper development and persistent health of the body. But physical education does not begin in the school room. The training and culture of the first seven years of life are committed to parents, and mainly to mothers. And Oh, what multiform ills have their seeds sown in that period! How many groan through life under a load of bodily infirmities contracted in the nursery; and how many, alas! but open their eyes on the world to wither, droop and die, like untimely flowers, through ignorance of, or inattention to the laws of their being. Every mother is, of necessity, an educator, and should therefore understand the laws both of mental and physical development. The educational importance of the nursery can hardly be over-rated. 'Tis here that *habits* are formed, and habits control and shape to a great extent the after life. A few may rise superior to the habits of early years, but the mass lack that omnipotence of will power, which fits them to break the charmed circle of early impressions.

As soon as children can walk, or even creep, they should be allowed the free use of all the organs of locomotion, and after two years of age, unless the weather be positively foul, they should be permitted to have the range of the yard for out-door exercise. All attempts to force a precocious development should be studiously avoided. Such mental training as involves merely an exercise of the perceptive powers and the memory may be indulged in, rather as an amusement than as a task. Before the age of seven years it would be cruel to confine a child in the school room, even for an hour.

Early attention should be paid to the cultivation in children of a habit of self reliance—a habit of providing for their own wants as far as practicable. The kindness of parents in anticipating all the wants of their children, and, by their personal attentions, relieving them of all care for their own comfort, has robbed of energy many a character that otherwise would have made a mark in the world. The child of five or six years of age who must be dressed in the morning

and undressed in the evening, fed at his meals and waited on by other hands in all his little cares and wants, will in after life enter school to be *taught* and not to *learn* by any exertion of his own. He will never explore the fields of knowledge beyond the pioneering of his teachers. A habit of self-reliance early established is the well-spring of that unconquerable energy of character that, if properly directed, leads on to greatness—it is the key that unlocks the mystic door of the temple of success.

The physical education of the school-room must be the subject of another talk, for this is already too long.

STUDENTS IN ADVANCED LIFE.

An aged student excites our admiration. The further he is advanced in age, the greater is our interest in him. We admire his comments on the past, his patience in the present, his hope in the future. We love him for what he is. We prize his estimate of knowledge. We thank him for his encouragements. Such an old age is peculiar. It has very little in common with the old age of any other pursuit. Time does not destroy his happiness, but it adds to his intellectual wealth. "Others fall like dry leaves, but he like ripe fruit, and is valued when no longer on the tree." Memory, all along his pathway, has joys to visit. Imagination is fresh and eagle-winged. His pleasures, like flowers in winter, have even more beauty upon them than those enjoyed in youth and early manhood. His present is crowned with delights. His future is bright, and, from the work in preparation, we should judge it to be long.

Grimm the Philologist is now seventy. He has a work in preparation which it will take several years to complete. Macaulay had much before him in the completion of his history. Benton and Irving were permitted to finish their works. The former when disease was upon him, whispered to his amanuensis his closing sentences, and, the latter completed his only a little while before his death. Clarendon's pen fell in the midst of composition. He took it up, it fell again. Deprived of sense of touch, he found his hand without motion, and thus with a work unfinished he closed his life. We see not only an adherence to what has occupied the mind for years, but new studies are pursued. Sir Henry Spelman, who became the most

learned antiquary of his times, commenced the study of the sciences at fifty. Dr. Johnson studied the Dutch language only a few years before his death.

Cato commenced the Greek at eighty. Chalcer, did not begin his *Canterbury Tales* until the age of fifty-four. L. Monaldesco, at the age of one hundred and fifteen, wrote a history of his times. Koombert began, at the age of forty the study of Latin and Greek. Ogilby the translator, knew little Greek or Latin until past fifty. Franklin's philosophical pursuits began when near fifty. Theophrastes began his work on the *Character of Men* at the age of ninety. Such have been some of the labors by men of advanced age, and such their love for their employments. In attaining the secret thing that promoted them to such labor, we attain to a true estimate of knowledge. Was study a means to reputation, influence, power? or was it the end? There was for them in knowledge a work higher and better than as the instrument to attain the objects of ambition. Whoever of those mentioned had not attained a lasting reputation before the time of old age, would have scorned the desire for study merely for the sake of rising to eminence.—*Christian Observer.*

[For the Indiana School Journal.]
EUROPEAN CORRESPONDENCE.

A Letter to little Girls who like to hear of the Old World.

If you will take your maps and in that irregular, curiously printed patch in the center of Europe called Germany, or Deutschland, find the two little kingdoms of Saxony and Bavaria, I will tell you something about my day's journey from Leipzig in Saxony to Nuremberg in Bavaria, and about my half day's sojourn in the latter place.

A drizzling rain was falling when we left the beautiful city of Leipzig, but the good traveler does not mind rain; no, though our shoes and bonnets were wet, our spirits were not dampened, and as our locomotive puffed off, we looked out interested in all that was to be seen. North Germany, you know, is a dead level, a part of that great plain which extends from the Ural mountains to, I think, the Bay of Biscay. The soil is generally poor, and is cultivated with the greatest labor and industry, men and women working together in the fields. But in Saxony the soil is better, the grain grows luxuriantly, and, in spite of the rain, the yellow wheat looked most smiling and joyful. We saw no fences, no hedges, and no walls, and the fields, or rather the strips and bands, for they are too narrow to deserve the broad name of field, are separated from each

other only by paths and shallow ditches used for watering. At regular and short distances along the railroad watchmen stood before their little houses, which sometimes were so covered with vines they seemed to be mere bowers, and kept a sharp look-out for danger or obstructions. They raised their hands to their hats at the approach of the train, and the locomotive dashed by satisfied that all was right. The level ground gave place to rolling after a few miles, and the rolling as we went on became more hilly and gradually quite rugged, wild and mountainous. The pictures in the famous gallery of Dresden are nothing to compare with the scenes through which we now passed. Dark, fir woods on the sides of the mountains; deep, dark, cool ravines; golden grain and bright green grass; scattered cottages and farm-houses; clustering villages, churches with towering spires, and now and then an old, surly castle; clear rivers and little dashing streams; and all these varied by every possible arrangement, formed landscape after landscape of perfect beauty. The day through all its changes was glorious.

In the little Duchy of Saxe Altenburg we saw people more oddly dressed than any we had heretofore met. Germany, everywhere, perhaps to its credit, is at least five years behind the rest of the world in its fashions. But these people carry the thing to an extreme; they go on the principle that what was good enough for their fathers is good enough for them, and they adhere as closely as possible to the habits and customs of past centuries. The women are dressed as for a show. Their skirts, which are not wider than pillow-cases, barely reach to their knees, and are of the thickest, brightest material with gayly colored borders. Their stockings are usually striped and variegated, but sometimes they are snow white, and are then even more striking. Their caps cap the climax; they rise in towers or spires with broad tabs hanging to the waist. These people are Vends or Wends, an old Slavonic tribe, but they have lost their own language and now speak the German,

The country grew flat and poor again as we approached Bavaria; but the first Bavarian town is Hof, and Hof does not need beautiful scenery to interest the traveler. Here the celebrated Richter spent the most wretched part of his life. His mother was a weaver, his brother, I think, a soldier, and he a writer. They were poor, bitterly poor. The young brother had neither fortitude nor religion. Poverty drove him to despair and he killed himself. But the weaver and the writer worked on patiently, the one at her loom, the other at his desk. In time a manuscript was sold, and the author returned from a visit to his publisher, to show his mother a purse full of money, and to tell her of praise, of encouragement, and the promise of comfort and fame. Too late. The flying shuttle lay idle; the busy loom was still; the old woman was dead, and Richter could give neither happiness nor hope.

Beyond Hof we again passed through a picturesque country, with

wilder and more broken hills and deeper and darker ravines. We were on a slow train, an astonishingly slow train. We thought it stopped every time anybody wanted a drink, and here where everybody smokes and where the most famous beer in Germany is made, people are always thirsty. However, when the rain permitted, we took advantage of the numerous stoppages, and ran up the sides of the hills, or down the ravines, or peeped into the village gardens. "What is this stone for?" we asked on one of these excursions of a man who was staring at us while he lazily puffed a long pipe;—we stood by an old monument with a half effaced inscription;—the man held out his pipe with his teeth while he answered, "A murder was committed here." Such memorials are not uncommon, and often the death or event thus perpetuated is represented by a rough painting. The stone or the painting take the place of newspapers, and, though ruder, are much more lasting.

It was late when we arrived at Nuremberg, and very dark. We missed the omnibus, and entered this famous old city without a guide, and without the least idea of the direction in which we should turn.

Nuremberg was once the richest, the busiest, the freest and the most intelligent city in the whole empire of Germany. According to an old proverb, Nuremberg's hand went through every land. It owned a territory 100 miles in extent, had a large army and carried on an immense trade: moreover it was noted for inventions and manufactures. The first paper mill in Germany was built here, the first cannon were cast here, the first watches, called Nuremberg eggs from their shape, were made here. Brass and wire and the air-gun were invented by Nurembergers. Enamelled pottery, if not a Nuremberg invention, was first manufactured in this city. Some of the most celebrated painters, sculptors and engineers of the 16th century were born in Nuremberg, and spent their lives in beautifying and strengthening their native city.

But the fortunes of a state or city, like the fortunes of an individual, depend in a great degree upon character. Nuremberg with all her virtues was not generous. In 1498 the Jews were expelled from the city, and under pain of death forbidden to sleep within the walls. At a later date the proud city shut her gates on the Protestants, who, exiled from France and Flanders, were wandering in search of an asylum. But they were received by other cities, and by their skill and industry, they were weavers, they soon made these other cities formidable rivals of Nuremberg. The discovery of the passage round the cape of Good Hope turned the course of commerce from central Europe, and the thirty years war, that terrible period which tore Germany to pieces, almost completed the ruin.

Notwithstanding change of fortune and lapse of time, Nuremberg is still a grand old city. Before we could enter it we crossed a most fifty

feet deep and a hundred wide, and passed under a massive gateway between two immense towers. We then went along wide, well-paved streets and in the course of time found our hotel almost under the shadow of an immense church, the towers of which seemed to penetrate the sky.

The next morning we sallied out, and attracted by the sound of the bells in the great church entered its open doors. Three men were pulling at one bell-rope, three women at another, and grand music they made! It surrounded and pervaded the church like an atmosphere. And such a church as it was! With nothing to break the view from end to end, the lofty, gothic, fluted columns of solid stone, their tops stretching out toward each other, were like the trees of an ancient, gigantic forest, or, standing so still with the music from the bells and the light from the painted windows falling about them, they seemed too delicate and too vast to have grown up from the earth, or to have been hewn out by the hand of man, and to be rather the product of some noble dream. And everything was in keeping—the pavement of regular blocks of smooth stone, the pictures by artists of genius, the statues by renowned hands.

But in the whole church there is nothing so exquisite as what is called the Sacrament House, built or rather cut for the purpose of containing the bread for the Lord's Supper. It is entirely of stone, cut most finely and elaborately, and rising to the ceiling, where like a plant that has met with an obstruction, it slightly curls over. It has the appearance of a plant in more than one respect: there is something in its tenderness and delicacy, and its height, that reminds one of growth rather than of labor.

What is properly the pedestal of this structure is a stone platform, encircled by what may be called a balustrade formed of a series of figures about eighteen inches in height. These figures are all of noted saints. One is St. Lawrence, in honor of whom the church is named. He is a favorite with Roman Catholics; the Gulf of St. Lawrence was named for him, and the palace of Escuriel was built to honor him in the shape of a gridiron. It seems this holy man was broiled on a gridiron by the order of the Emperor Valentiman. He is here represented with a gridiron on his side in token of his death. I doubt if this is not the only gridiron in all Germany. I know I have looked diligently for several months for a gridiron, as I wished to show a friend how to prepare breakfast, but without success.

Another and still more interesting figure is that of St. Nicholas. It seems this patron of Christmas was once a very rich man, but moved by the forlorn condition of three maidens who could not marry on account of their poverty, he divided his property among them leaving himself quite penniless. He is very appropriately represented with a book and an apple in his hand

The first division of the Sacrament House proper, presents scriptural

personages, Aaron, Mary and John. Above these in a succession of reliefs our Savior's Passion is depicted, and various events in his earthly history. At the top is the resurrection. In such a number of scenes of course there is a multitude of figures, yet each figure is carved as exquisitely as if it alone were the care of the artist. Adam Kreft was the artist; and either because the height of the structure was not sufficient to gratify his taste, or because the work was a labor of love which he himself wished to exhibit to posterity, he placed the fabric, heavy in reality though light in appearance, upon three kneeling figures representing himself and his two apprentices. Thus during three centuries and a-half it has rested upon the patient shoulders of the artificers. For this wonderful result of five years patient labor the remuneration was not \$400. Adam Kreft died at a great age in the deepest distress in a hospital. This old world is crowded with beautiful things, but it is almost equally full of mementoes of suffering.

In spite of merciless rain and wind we continued to see many famous things in Nuremberg,—the old grave-yard gray with crowded flat stones, yet gay with wreaths of moss and roses; the beautiful Fountain, made in the style of the Sacrament House; the house of Albert Duser, the great painter, who died, it is said, of the saddest of all diseases—a scolding wife; this old castle, built in the 11th century, and, more indeed than I can enumerate, to say nothing of describing. We left with regret.

M.

THE EMPIRE OF GOD.

Prof. Mitchell, in closing his series of lectures on Astronomy, said:—

"Now, my friends, I must close this long course of lectures. We have passed from planet to planet, from sun to sun, from system to system. We have reached beyond the limits of this mighty solar cluster with which we are allied. We have found other islands, universes sweeping through space. The great unfinished problem yet remains—whence came this universe? Have all these stars, glittering in the heavens, been shining from all eternity? Has our globe been rolling round the sun for ceaseless ages? Whence came this magnificent architecture, whose architraves rise above us in every direction? Is it all the work of chance? I answer, no. It is not the work of chance. Who shall reveal to us the true cosmography of the universe by which we are surrounded! Is it the work of an Omnipotent Architect?

"Around us and above us rise sun and system, and cluster and universe; and I doubt not that in every region of this vast empire of God, hymns of praise, anthems of glory are raising and reverberating from sun to sun, and from system to system—heard by Omnipotence alone across immensity, and through eternity!"

MATHEMATICS—A SENTIMENT.

If there is any instrument of thought lodged with mortals, kin to Omnipotence, 'tis mathematics. It adjusts the balances of the apothecary who weighs the *grains* that affect the *sands* of life. It weighs the sugar for your coffee, or the sun that illumines the globe; gauges the dew drop on the flower or the torrent from the clouds. It proportions the curves and angles in the cartoons of Raphael, and the breadths and altitudes in the Apollo Belvidere. It measures the hights of a May pole or of a mountain—the diameter of a cannon ball or of a planet—the velocity of a rain drop or of a world. It draws invisible lines all over earth and sky, and jots down the hours, days and years as the sun and stars, pendulum like, tick off those periods on the meridians. It sinks a subterranean shaft through which we descend toward the center of the earth, or erects a ladder by which we climb into the star-light halls of the skies. Like faith to the Christian, it pulls aside the veil and bids us look in upon the stellar lamps that light up the presence chamber of the Infinite. It notes the time of the arrival and departure of the fire-ships, (comets) and foretells the time when the moon shall be darkened, (eclipsed) and the sun clad in sackcloth of hair. Indeed, if the mantle of prophecy has fallen upon any mortals of these latter times, it is upon the Astronomic Mathematician. Reader, such appears mathematics from the stand point of the hour, an hour, possibly, a little rhapsodic—not, however, mathematics, (or the skeleton of mathematics) as often seen in the school room, but mathematics as seen in nature, instinct with life and clad in a mantle fresh from the wardrobe of beauty.

G. W. H.

THE LAUGH OF A CHILD.

I love it—I love it—the laugh of a child,
Now rippling and gentle, now merry and wild,—
Ringing out on the air with its innocent gush,
Like the trill of a bird at the twilight's soft hush;
Floating off on the breeze like the tones of a bell,
Or the music that dwells in the heart of a shell.
Oh! the laugh of a child, so wild and so free,
Is the merriest sound in the world for me.—*N. Y. Teacher*

THE LIFE-FORCE IN THE TEACHER'S CHARACTER.

BY JAS. N. M'ELLIGOTT.

[Extract from an address before the New York State Teachers' Association, of July last.—Ed.]

"Another indication of the life-force in him that essays to teach is found in the character of his *ideal*. Many, with sorrow be it said, have no ideal at all. Aims they have, indeed, various as the stars in heaven; and like them, not always visible. But the true teacher holds ever before his mind, distinctly marked, the type of that which it is the purpose of his efforts to produce. His distinction among teachers is that of Polygnotus among painters, namely, that his idealism is not that of *form*, but of *character*. He finds his model, therefore, in no human being however perfect, but in the possible perfection of each individual of the race; otherwise his art immediately sinks down to that of merely making one character but a successful imitation of another. But, although there is a sense in which we may rightfully and usefully urge the pupil to copy after great and good examples, the educator, in the exercise of his proper functions, can never overlook or forget the fact that—

"Points have we all of us within our souls,
Where all stand *single*."*

Millions of faces may be found, having the same general form; but no two have ever yet been found perfectly alike. What is thus true of that combination of features that go to make up the human face, is equally true of that combination of faculties that go to make up the human soul.

Every one, therefore, has a character, and by culture, a capability of character peculiarly his own. It is the province of the teacher to bring out that character—to put all its possible forces into full requisition, and under the right direction. That done, his mission ceases; but the character goes on under the same law of development, reaching, if not deflected from its proper normal course, we know not what degrees of perfection in its immortal career.

* * * * *

But I hasten to the last exponent of the life-force in a teacher, which I propose here to specify. This reveals itself remarkably in the controlling spirit of his personal presence. This signal test of original fitness for the office has often attracted attention, and furnished a theme of discourse in educational circles. "Wherever it is found," says an acute observer, whose description of the character is at once brief and complete, "we

*Woodsworth.

†Rev. F. D. Huntingdon.

shall see a presiding presence which it will puzzle us at first sight to explain or analyze. Looking at the master's movements—I use the masculine term only for convenience—the first quality that strikes us is the absence of all effort. Everything seems to be done with an ease which gives an impression of spontaneous and natural energy; for, after all, it is energy. The repose is totally unlike indolence. The ease of manner has no shuffling and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest possible remove from indifference or carelessness. He speaks less than is common, and with less pretension when he does speak, yet his idea is conveyed and caught and his will is promptly done. When he arrives order begins. When he addresses an individual or a class, attention comes, and not as if extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking at him particularly, yet he is felt to be there, through the whole place. He does not seem to be attempting anything elaborately with anybody; yet the business is done, and done remarkably well."

The original of this picture you have all seen often. Oftener still have you seen the reverse of it. What follows? Is this all-commanding presence—this imposing demeanor, to be taken always and everywhere as the sure sign of the genuine teacher? Can this be so, when all the world knows that many a man who has this quality in eminent degree; is found, upon trial, to be sadly deficient in almost everything else? No, but this we affirm, without fear of contradiction, that without this qualification all others are comparatively useless. How often do you find persons of high scholarly attainments, to whom success in literary contests has become a thing familiar, failing utterly in every attempt to teach, because of deficiency in this one point?

This controlling spirit of the personal presence secures what nothing else can secure—sustained attention. It secures many things besides; but this is its essential function. He that can not awaken and sustain attention is plainly in no condition to educate mind. "Mind can not act where it is not," said Clarke to Leibnitz in the old controversy about immediate perception; which, whether true or not in his use of the words, is an axiom of paramount importance in the art of the teaching; for if the minds of your pupils, like "the eyes of the fool are in the ends of the earth," and you unable to recall and retain them, what is the use of all your other qualifications? But why dwell on a point so clear?

You see that I discern, or think I discern, a certain original informing agency in every true teacher. I have tried, also, with becoming brevity, to set forth its more prominent manifestations. Take the theory, whatever way you will—as a fancy or as a fact, that which is built upon it is the crowning glory of a school room. What more could be asked or desired in a teacher than that he should duly appreciate the dignity of his

office, perform its duties with enthusiastic spirit, aim at no ideal short of perfect development, study with diligence all the resources of his art, and have withal, a personal presence able to turn everything to good account.

"*I paint for eternity*," said Zeuxis: thereby indicating the care with which he elaborated his productions. But the eternity of the painter, paradoxical as it may seem, was, after all, an eternity bounded by time. *I teach for eternity* is the predominant sentiment of every earnest educator. It may never be put in words, yet it is a sentiment of far deeper significance than that which animated the mind of the old Greek artist.

He that yields not to the influence of this feeling, he that takes no view of education, except that which is mercenary, he that trains mind with no higher purpose than that of sharpening the faculties for the intercourse of trade, or to get the mastery of physical forces, he that sees, in tender, susceptible youth, no motives to duty, except the terrors of law, and, therefore, teaches all, as did Gideon the Succothites, with briers and with thorns, has yet to learn the highest aims of his office, and the best means of reaching them.

The teacher, true to his calling, neglects not, indeed, those things that give efficiency to the business of life. It is an essential part of his plan to teach them, and to teach them thoroughly. But he can not consent to deal forever in these lower utilities. He must contemplate man as man—as a being capable of the most ennobling culture. He must bring his pupil, as far as may be, on the way to the highest reaches of thought and feeling, of which the race is susceptible.

EVILS CONSEQUENT UPON FREQUENT CHANGES OF TEACHERS.

We extract from the reports of some of the town committees to the Secretary of the Board of Education of Massachusetts. The evils consequent upon these changes in Massachusetts, we fear, are found in a largely increased ratio in some parts of Indiana. Will School Directors read and reflect upon the following :

REPORT FROM SOUTH DANVERS.

'Among a variety of causes always and everywhere existing, more or less unfavorably affecting the prosperity and usefulness of a school, whether public or private, is that in the frequency of a change in teachers. Sometimes, of course, a change of teachers must be expedient, and too often unavoidable, yet it always operates more or less unfavorably to the school. Even when the retiring teacher is succeeded by one more competent, the immediate evil is not slight; and nothing except grave deficiencies in the

incumbent can warrant the sacrifice which his removal involves. It should be considered that much labor and time are required merely to adjust the working relations between a new teacher and the school. Each teacher has methods of training peculiar to himself; and always at the transition of the school from the old to the new, its attention is diverted from study, and its prosperity is temporarily arrested. Moreover, before a teacher can render himself truly efficient, he must, to some extent, form the acquaintance of each pupil, learn his disposition, temperament, and the measure of his powers, secure his sympathies, and enlist his heart as well as intellect in the duties of the school-room.

This evil is one of such long standing and great prominence, that the Legislature has, chiefly for the purpose of establishing more uniformity in the management of schools, and greater permanency in the tenure of the teacher's office, remodelled the structure of the school committees, requiring them to be elected triennially instead of annually, and transferring to them the authority of employing teachers."

REPORT FROM NORTH ANDOVER.

"One of the most serious hindrances to the elevation of our schools is the constant change of teachers. Before much, if any, progress is made by the pupil in a single study under the teacher, he comes under the instruction of another, who rather reviews him in what he has already mastered, than advances him in what he is ignorant. We state our honest conviction when we assert, that so far as we can judge from the examinations, many of the scholars are no farther advanced in their studies at the close of the winter term than they were at the end of the summer term, yet we pay a third more, if not twice the wages to a gentleman than to a lady to bring about this result."

REPORT FROM HAMPSHIRE COUNTY.

"In reviewing the state of our schools the past year, we find the same causes retarding the progress that have heretofore existed, and that have been so frequently alluded to in previous reports. Prominent among these is the frequent change of teachers. * * * There can be no regular system in such circumstances, and much time is lost in teachers and scholars becoming acquainted with each other. We hope the prudential committee will endeavor to procure the best teachers, and keep them, if possible, several terms."

REPORT FROM EASTHAMPTON.

"Another obstacle to eminent success is the frequent change of teachers."

REPORT FROM ALFORD

argues the matter thus :

"One reason why we should retain our teachers as long as may be, is, that where human affections are continually interrupted, the heart imper-

ceptibly acquires a cold indifference in its social affinities. The young child learns not to love an object liable to be lost at any moment. But let time be allowed ; let the affections be permitted to entwine around the teacher, and the moral influence is worth very much to the future character of the child. What is there more pleasant than to meet in later years of life, one who was daily with us in our youth, patient, gentle, and anxious to shape and mold us into intellectual and moral beauty ? The faithful teacher, once interested in his pupils by long acquaintance, retains that interest to his dying day. These considerations should have great weight, and induce us to sustain liberally, and encourage kindly, those whose influence may be made to effect so much good."

PROGRESSIVE DEVELOPMENT OF THE HUMAN FACULTIES BY EDUCATION.

We quote the following valuable remarks from the introductory address delivered before the American Institute of Instruction, at their twenty-fifth annual meeting, in Providence, August 8, 1854, by Rev. Dr. Wayland :

"So far as I see, in the course of instruction marked out for young persons, but little respect is paid to the progressive development of the human faculties. A certain amount of time is allotted to education, and the earlier the age within which this period is passed over, the better, and the greater the number of studies that can be crowded into it, the more satisfactory is supposed to be the result. If a pupil can be made to repeat the text-book correctly, it is all that is demanded. Hence we see in the courses of study for mere children, subjects which can only be comprehended by the mind at the period of manhood. The pupil leaves school, as it is said, thoroughly educated, but utterly disgusted with the studies which he has pursued, and resolved hereafter never to look at them again ; a resolution to which he frequently adheres with marvelous pertinacity. But this evil is confined to no grade of schools. It exists, if I mistake not, in our more advanced seminaries of learning. Many of our pupils are employed in studies which they can not understand, and in which, of course, they can find no pleasure. I know very well that I read Cicero's Orations ten years before I could understand an oration of Burke. I read Tacitus long before I could comprehend Hume ; and Horace when I had no power of appreciating Burns. I had finished my course in rhetoric some years before I had any distant conception of beauty of style ; and long after I had gone through Stewart, I should have been puzzled to distinguish between perception and conception. I

presume that now we are doing better, but I should not be surprised if there were found many now studying the Greek tragedies who can see no beauty in Shakspeare, and poring over the "Oration on the Crown," who would think it a task to read an oration of Webster.

I fear that it is from this cause that our pupils take so little interest in their studies. They come to them as to a task, glad when the task is intermitted, and happy when it ceases altogether. This should not be so. The use of the intellectual faculties is intended to be a source of happiness, and there must be some error where this result does not follow from the use of them."

DR. FRANKLIN'S WIG.

FROM WHEM'S LIFE OF FRANKLIN

On Dr. Franklin's arrival at Paris, as Plenipotentiary from the United States. during the Revolution, the king expressed a wish to see him immediately. As there was no going to court in those days without permission of the wigmaker, a wigmaker of course was sent for. In an instant a richly dressed Monsieur made his appearance. It was the king's wigmaker, with his servant in livery, a long sword by his side, and a load of sweet scented hand-boxes, full of "*de wig*," as he said, "*de superb wig for de great docteer Franklin*." One of the wigs was tried on—a world too small! Band-box after band-box was tried; but all with the same ill-success! The wigmaker fell into the most violent rage, to the extreme mortification of Dr. Franklin that a gentleman so bedecked with silks and perfumes, should, notwithstanding be such a child. Presently, however, as in all the transports of a grand discovery, the wigmaker cried out that he had just found out where the fault lay—"Not in the wig as too small: O no, his wig no too small; but de docteer's head too big—great deal to big." Franklin, smiling, replied, that the fault could hardly lie there; for that his head was made by God Almighty himself, who was not subject to err. Upon this the wigmaker took in a little, but still contended there must be something the matter with Dr. Franklin's head. It was out of the fashion. He begged Dr. Franklin would only please for remember that his head had not the honor to be made in Parree, or it no been more dan half such a head. "None of the French Noblese, not de great Duke d'Orleans, nor de Grand Monarque himself had half such a head as docteer Franklin. And he did not see he said, what business any body had wid a head larger dan de Grand Monarque"

Pleased to see the poor wigmaker recover his good humor, Franklin related one of his finest anecdotes, which struck the wigmaker with such an idea of his wit, that as he retired, which he did bowing most profoundly, he shrugged his shoulders, and with a look most significantly arch, he said :

"Ah, docteer Frankline ! docteer Frankline ! I no wonder your head too big for my wig. By gar, I 'fraid your head be too big for all de French Nations"

INDIANA IN CONTRAST.

The first form going to press sooner than was expected, the following belongs to the first article.

The friends of education are expecting at the hands of the incoming Legislature some enactments radical and effective. Some of these expected enactments are :

1st and *vital*. Provisions for the *increase of the School Revenues*, (means to this end, if no other, *direct taxation*.)

2. Provisions for the *preservation of the School fund intact from the General fund*, thus protecting this fund from a repetition of the losses which now amount to the round sum of \$255,000.

3. Provisions *explicit and effective, permitting local taxation*.

As above said, these are some of the enactments expected, yes, earnestly desired ; yea, and ought to be demanded—demanded not by a little group of professional educators, but by the people ; that popular sovereign who owns the children, pays the bills, and creates the Legislature. They should demand enactments of such force and scope as shall prevent our school system from crystalizing into utter inefficiency, or rather rotting into nothingness, whilst wedged in between the Constitution and the Supreme Court. Hence our 3d inquiry condenses to the following, namely: *Legislators, shall these expectations or demands be in vain?* The tenth of March will bring your answer *unequivocal*, YES or NO !

G. W. H.

When Aristotle was asked what were the advantages of learning, he replied : "It is an ornament to a man in prosperity, and a refuge in adversity."

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

SOLUTION OF PROBLEM 190.—BY D. M. HUDSON.

The major axis of the earth's orbit is 191 millions of miles, and its minor axis is 190,976,323 miles; required the sun's distance from the center of the ellipse.

We have (Loomis's Analytical Geometry, page 58,) $C^2 = A^2 - B^2$, where C—the distance from the center to either focus.

∴ In this case $C^2 = (95500000)^2 - (95488166.5)^2 = 2260058468277.75$
 ∴ C=1503350 miles, nearly.

SOLUTION OF PROBLEM 191.—BY D. M. HUDSON.

If the diameter of the earth is 7917 miles, how high above its surface must a person be elevated, in the plane of the equator, to see to the tropics?

Let $ACB = 23\frac{1}{2}^\circ$, the latitude of the tropics. Then the angle $ABC = 90^\circ - 23\frac{1}{2}^\circ = 66\frac{1}{2}^\circ$, ∴ we have,

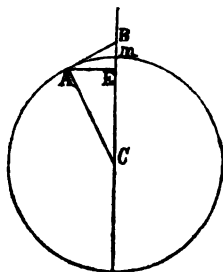
Sin ABC ($66\frac{1}{2}^\circ$)	Ar. Com. 0.037602
∴ R. AC	10.000000
∴ Sin BAC (90°)	10.000000
∴ BC. (Omitted)	10.037602

But the tables are computed to a radius of 10000000000; the radius of the Earth is $3958\frac{1}{2}$
 ∴ we have the proportion,—

R. (AC) Ar. Com.	0.000000
∴ (BC) (omitted)	10.037602
∴ (Earth's radius,) $3958\frac{1}{2}$	3.597476

∴ BC (Applied to the Earth,) (4316) 3.636078.

But 4316 is the distance from the center to the point of required altitude. ∴ The altitude above the Earth's surface $= 4316 - 3958\frac{1}{2} = 357\frac{1}{2}$ miles.

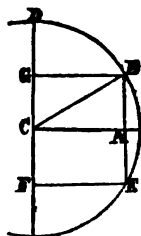


SOLUTION OF PROBLEM 192.—BY D. M. HUDSON.

The base of a rectangle inscribed in a given circle is double of the altitude. Required the area.

Let GBEF represent half the required rectangle.
Then $BA^2 + AC^2 = BC^2$; but $BA = \text{half } AC$,
representing BA by x we have $x^2 + 4x^2 = CB^2 = R^2$.

$\therefore x = \frac{R}{\sqrt{5}}$. But the altitude of the rectangle $= 2x$
and the base $4x$ \therefore Its area $= 2x \cdot 4x = \frac{2R}{\sqrt{5}} \cdot \frac{4R}{\sqrt{5}} = \frac{8R^2}{5}$.



SOLUTION OF PROBLEM 193.—BY D. M. HUDSON.

If the interval between the threads of an endless screw be $2\frac{1}{2}$ inches, and the power be applied at the end of a lever 10 feet long, and the circumference of the wheel be 20 feet, and that of the axle 1 foot, and the weight to be raised is supported on an inclined plane, whose length is 12 feet and height 4 feet; required the weight which will be in equilibrium with a power of ten pounds.

First we have $P : F :: d : 2 \times 3.1416 a$; where P represents the power, F the force upon the wheel, d the distance between the threads of the screw, and a the length of the lever. By substitution,

$$10 : F :: 2\frac{1}{2} : 753.98; \therefore F = 3015.92.$$

Again $F : W :: r : R$, whence $3015.92 : W :: 1 : 20$; or, $W = 60318.4$.
But the plane will increase the weight three fold; \therefore the weight sustained $= 180955.2$ pounds.

 Editorial Miscellany.

Mr. Longley, of the *Journal of Progress*, O., copies the following from the *Chicago Press and Tribune*:

"A correspondent of one of our morning contemporaries pitches into the Board of Education for entering upon the school records, the Lizzies, Kitties, Libbies, Nellies, Maggies, Minnies, and the other 'ies.' We agree with him. Were we a component part of the Board of Education, the first question we should ask the young lady would be, How do you spell your name? An 'ie' at the end of it would be sufficient cause for rejection until she learnt to spell it in the good old Saxon style."

Mr. L., then endorses it after the following style :—

"Right ! We abominate nick-names, especially in print. For brevity it is barely allowable in the family circle; but we prefer giving our children names that cannot be abused in this way. It is no worse to say "Jography" and "Rithmetic" than Lizzie, Maggie, and Tom. We call the attention of the Principal of a certain Normal School to this matter, who, in his catalogue prints our sisters as "Hattie" and "Mellie"—names not known in the family record—but childish whims of full grown women."

We are not surprised to find that new ideas of any real merit are so rare that many are even ready to take up the echo of the most shallow thoughts as a God-send, for this has long been common. But we wonder that Mr. Longley should do so, for we regard him as a man of real progress, a correct thinker, and one who is likely to be too busy with great and real reforms to run after vagaries, or to join in any silly crusade against the harmless customs of our fair friends, the ladies.

The "Principal of a certain Normal School" has only obeyed the wish of his pupils, "full grown women," if we may believe Mr. L., for he says it is a "childish whim of theirs." How could the Principal do differently ? Is it any of his business to change the style of any name chosen by a "full grown" student ? We think it would be infringing upon private rights, greatly. We should be displeased with any such tyranny if it applied to us. But the writer in the Chicago Press and Tribune thinks it is "sufficient cause of rejecting" a student if the name is not spelled in the "good old Saxon style"! How is that, Mr. Longley ? This reads like much of the abuse we have seen heaped upon you and upon all who advocate the Phonetic method; viz: They do not spell in the "good old Saxon style." Yet, to this you say, "Right!" We wonder if the severe epithets of Prof. Bishop on those who taught spelling by the Phonetic method were all satisfactory to the Editor of the Journal of Progress, and all right"? We presume "Mellie" is as capable of judging for herself as some of her illustrious brothers, (we speak in a general sense) as to what "constitutes good taste. When Principal of a graded school in this city with three hundred students under her care, last winter, she did full justice to the "Saxon" spelling of her name, and her circulars and advertisements had Mary duly spelled, notwithstanding any predisposition to the "childish whims" so publicly, gracefully, and gallantly charged upon her and her sister by her chivalrous brother.

But we desire particularly to examine the general argument. It is well known that Henry Clay loved to be called Harry Clay,—that, also, his friends, the gifted, refined and educated, loved to call him Harry. It is well known that Daniel Webster loved to be called Dan. Webster and usually wrote his name thus. Men in private life everywhere, and men of world-wide fame also, do often choose abbreviations or a pronunciation

and consequent orthography, more euphaneous or more convenient than the "good old Saxon." This is probably well enough for the "Lords of creation," but if young ladies indulge in any such luxury, it becomes at once a "childish whim," well deserving public censure. We beg leave to say, we think it particularly modest and appropriate for young ladies while yet at school, to retain, if they desire, the form of name used in girlhood. It is unassuming, shows a willingness to remember childhood, and to preserve its manners and humility.

SCHOOL EXAMINERS.

In the last No., of the Journal "Parke" says, "The writer who decides, that none but teachers are properly eligible to the office of examiner, seems to forget," &c. Now if "Parke" refers to the articles by "Parent," we must say to him in the language of Scripture, "How readest thou?" Parent *does not* "decide, that none but teachers are properly eligible to the office of examiner," but on the contrary puts in the limiting clause, "with rarest exceptions," making his decision thus: "The office of school examiner should, with rarest exceptions, be confined to practical teachers."

But further, Parke himself inserts a restriction, which, could verbal quantities be measured with the same precision as a plant or a post, would be found perhaps as long and broad as Parent's:—Parent's being "with rarest exceptions," and Parke's, "is he QUALIFIED." MARION.

PERSONAL.

Good news from the "Pocket!" Mr. J. F. Bird, Principal of an excellent graded school at Owensville, Gibson Co., Ind., has taken charge of an educational department in the *Princeton Indianian*.

Mr. D. E. Hunter, Principal of the Princeton graded school, edits an educational column in the *Princeton Clarion*.

R. M. Johnson edits an educational department in the *Bedford Independent*. We like to hear this music coming up from the counties.

GOOD LUCK TO A TEACHER.—Two years ago a Canadian, near Acton, C. E., while engaged in digging potatoes, found some fragments of copper ore. On the 15th of September, 1859, Mr. Lewis Sleeper, a school teacher at Montreal, having obtained a lease of the grounds, commenced the

development of a mine with great success, having since March last taken out \$200,000 worth of ore, some of the blocks weighing fifteen tons. A few days ago this mine was sold for \$500,000, of which Mr. Sleeper received \$200,000.

Mr. J. M. Allen, recently a teacher at Boonville, Warrick Co., Ind., and a contributor to the *School Journal*, has removed to E. Bridgewater, Massachusetts.

Robert Dale Owen, says the *Journal of Progress*, is engaged in the completion of a new book, designed as a sequel to "Footfalls on the Boundary of Another World," which has had an immense sale.

Mr. Owen is now at home, at New Harmony, Ind.

David Dale Owen, the eminent Geologist, brother of Robert, has recently deceased.

EDUCATIONAL DONATIONS.—It is said that Rev. James Peeler, inventor of the Peeler plow, has donated \$5,000 to Indiana Asbury University, \$7,000 to the Ohio Wesleyan University, \$4,000 to each of the three conferences, Illinois, Iowa and Wisconsin, for educational purposes—\$25,000 in all.

Mr. Elias Longley is the publisher of the *Journal of Progress*, Cincinnati, O. That journal advocates the Phonetic method of teaching Orthography and Reading, and a thorough reform in the English language in this respect, so that some day all books may be printed in the Phonetic style. But for the present the Journal urges that any child can be taught to read in the ordinary reading books sooner and better by having been first taught to read and spell by the Phonetic method.

To those unacquainted with the fact by experiment, this claim will seem unreasonable. But we can add our testimony to its truth. Mr. George B. Stone when Superintendent of Schools in Indianapolis, engaged Mrs. Longley one year to conduct classes through in this way until they could read in the second or third reader. (McGuffey's Series.) Mrs. L. was entirely successful in distancing with her classes all that were taught in the ordinary way. The Word Method approaches the nearest to the Phonetic in respect to speed of teaching good reading.

The *Journal of Progress* is a valuable paper; one dollar a year in advance.

Napoleon III. has turned author, having now in press in Paris a "Life of Julius Cæsar." The work will be republished immediately in England, translated by Miss Mary S. Booth.

Richard H. Dana, Jr., recently arrived in Boston after a tour round the world during which he visited some of the most remarkable countries of the Earth. The voyage was full of incident, fraught with danger and narrow escapes.

Miss Florence Nightengale has been confined to her room by severe illness for several months in London, but is now recovering.

Mrs. Frederika Bremer is soon to give the world her impressions of Athens and surrounding country, where she has been residing for several months.

Garibaldi has declared the adoption of the decimal system for the coinage of Sicily.

ITEMS.

A Gibson County Teacher's Association has been established, on a basis supposed to be permanent; the first election under the constitution they have chosen resulted in the selection of J. F. Bird, President; D. C. Hunter, Secretary.

We hope the "sacred fire" will never go out.

A Teacher's Institute has been established in Marion County, which is destined to be perpetual? The last one was held at Oakland, and the session will be held in the same place next year. It lasts two weeks,

A Teacher's Institute, of one week's duration, was also held last summer at Mount Jackson, Marion Co., in which some twenty or thirty teachers participated. E. G. Martin, A. K. Coffman, A. R. Benton, W. W. Cheshire, O. Phelps, and Cyrus Smith, were teachers.

A great change has taken place in Marion county.

THE CLASSICS AGAIN.—A teacher writes to us as follows :

"I feel sure that there is much radically wrong in our College and school course of study. The English language, and its noble and approachless literature, should have most of the place and attention and toil now arrogated by what is termed "Classics."

"Twenty years devoted to teaching, twenty years of study of the origin, nature and philosophy of our language, have fully confirmed me in the ideas so sublimely advocated a few years ago by Grimke, and then endorsed by such men as Goodrich (Peter Parley) and Wayland.

The Normal School department is made a more prominent feature of our best schools in Indiana than formerly. The demand for good teachers is constantly on the increase; and as, heretofore, our Legislature has neglected to provide a State Normal School, or to endow that department of the State University, our higher Academies, Colleges and Universities have opened special departments for the training of teachers. These, from the nature of things, can never be adequate to the work. They

are, however, a great improvement upon the old system certainly, and we hail them with joy as an evidence of the direction in which the tide of public opinion is setting.

Wabash College has a Normal department, which is made prominent. There can be no doubt of its efficiency when we remember that Mr. Mills, formerly State Superintendent of Public Instruction, is one of the Professors in that Institution.

We may perhaps be pardoned for the digression if we mention that Wabash College received \$20,000 of the Ellsworth estate, (is this correct?) while Yale College receives \$90,000.

One hundred and twenty students were at Wabash last year.

There is also a Normal class in the N. W. C. University, which is carefully trained for practical teaching by experienced educators.

A new educational monthly has just commenced at Boston, Mass., under the direction of Dio Lewis, M. D. The title indicates its character, viz: "Lewis's New Gymnastics for Ladies, Gentlemen and Children," and "Boston Journal of Physical Culture." One dollar a year, in advance.

We all know at this day that Mental, Moral, and Physical culture, must go hand in hand if we would secure for our children a growth and development symmetrical, harmonious and vigorous enough to enable them triumphantly to buffet with the adverse tides of life. But few of us yet clearly see into the details of such training. In the Journal of Physical Culture the parent and the teacher can find a guide. Let us sustain it! It is a pioneer in its line.

Teachers wishing to subscribe can send one dollar to Dio Lewis, Boston, Box 12.

THE MATHEMATICAL MONTHLY,—Persons wishing to subscribe for this standard periodical will address Sever & Francis, Cambridge, Mass.

The promising indications of an unusually large attendance at our State Teachers' Association in December still continue. See programme.

"Come one, come all."

NOTICE TO DELINQUENTS.—We intend to publish in a coming No. the names of delinquent subscribers for Vol. IV of the Indiana School Journal. The money belongs to the State Teachers' Association.

☞ Notice new advertisements in this No. They deserve attention.

ERRATA.—In the September and October Nos. of the Journal read one hundred thousand evergreens, instead of ten thousand, in Mr. Teas' advertisement. ☞ See the same corrected in this No.

Also, on fifth page of the advertisements read "vowel" for "vocal."

Several other errors occurred which were not in copy. See it corrected in this No.

Fifteenth line from bottom of page 387 should read "work" in place of "waste."

OUR BOOK TABLE.

Worcester's Comprehensive Dictionary of the English Language. By JOSEPH E. WORCESTER, L. L. D. *Revised, with Important Additions.* Boston: SWAN, BREWER & TILSON. Cleveland: INGHAM & BRAGG.

This was first published in 1830. It has been several times revised and improved, viz: in 1839, 1847, 1849, 1855, 1860. "It contains a full vocabulary of well authorized words." "It comprises numerous technical terms in the various arts and sciences." Words obsolete or antiquated, local or provincial, some from foreign languages, yet all of which are frequently found in books, are here carefully noted or discriminated. "The notices of the synonyms are necessarily short, yet it is believed they may be of essential service to the student in enabling him to understand the meaning and proper use of these words." Many teachers have no copy of Worcester's Dictionary, who would be much happier if they had. Here is an opportunity to buy one at a low figure, which contains most of the peculiarities which distinguish Worcester from Webster.

Webster's Counting House and Family Dictionary. An Explanatory and Pronouncing Dictionary With Synonyms. With Numerous Useful Tables.

"This volume is more particularly designed for use in the higher classes of Academies and other Institutions of learning, in the Counting House, the family, and among those who need a book of reference to aid them, both in English composition and the latest and most approved pronunciation of our language.

1. Definitions have been drawn out to great fullness.
2. Synonyms have been added in a multitude of cases.
3. The subject of Pronunciation has been revised with great care.
4. The orthography, when disputed, is given in both forms.

This a noble, and yet a convenient, Dictionary.

A Higher Arithmetic; Embracing the Science of Numbers and the Art of their Application. By A. SCHUYLER, A. M. New York: SHELDON & Co. Cleveland: INGHAM & BRAGG.

This book is entitled to the honor of much originality. We have been too much hurried to judge accurately of all the new methods we have found developed, nor is it easy to pronounce on these without first submitting them to the test of the school room.

It is designed to go with the series of mathematical works brought out by Stoddard and Henkle. We hope it is worthy of its noble associates. Those we have tested, and know them to be excellent and superior.

Popular Astronomy. A Concise Elementary Treatise on the Sun, Planets, Satellites and Comets. By O. M. MITCHELL, L. L. D. *Seventh Edition.* New York: PHINNEY, BLAKEMAN & MASON.

This work, by the distinguished Astronomer and Lecturer, is really popular in its style, and very attractive to the common reader as well as to the ripe scholar.

The Teacher's Friend. By Orlando C. Brown. Cincinnati: Applegate & Co.

In style this work adopts throughout the question and answer method the same as "Peterson's Familiar Science." In matter it embraces the elementary definitions of the common school branches, also a few definitions in Chemistry, Philosophy and Physiology. These are so classified as to facilitate the labor of the teacher in making a synopsis of his subject. Additional, it contains a short section of dates of historic events and inventions; also, about one hundred mythological definitions. Both these are valuable and interesting. Lastly, it contains a short, plain, practical article on Calisthenics. This article is written by W. Y. Ross. We should have been pleased to see this article fuller, especially embracing the subject of *walking—walking gracefully*. But take the article as it is, we feel free to say it is worth the cost of the book to any teacher who has no other work on the same subject. The book, as a whole, will be valuable to the teacher of primary or common schools.

Chain of Sacred Wonders: or a Connected View of Scripture Scenes and Incidents from the Creation to the Close of the last Epoch. By REV. S. A. LATTA, A. M., M. D. Cincinnati: APPLGATE & Co.

This is a work well adapted to the Christian family circle, to Sabbath school and religious libraries. The author presents the deeply interesting and important scenes related in Sacred History in such an attractive and pleasing form as to give a new charm and interest to what is already familiar to the general reader.

The work is illustrated with two steel plates and a number of wood cuts. One vol., 8vo. cloth, \$2 50; Library style, \$3; Half antique, \$4.

A NEW STORY BY T. S. ARTHUR,
ENTITLED

"RICH AND POOR,"

Is now being published in the *New York Sun*.

The well-earned reputation of its author is a sufficient guarantee of the excellence of this, his latest production, upon which he has expended his best efforts. The high moral purpose which distinguishes Mr. Arthur's writings, and to which his arrangement of incident and character is ever made subordinate, will especially commend to those who believe in directing rather than repressing the perfectly natural and proper taste for imaginative writing, of which the craving for "sensation literature," is only the morbid and unhealthy development. The parabolic or dramatic style is as old as literature, and there is no more useful talent than that which presents true principles and right purposes in their most effective forms of imaginative creations. Possessing this talent in an eminent degree, Mr. Arthur has secured an enviable reputation as a popular story writer, while never pandering to a prurient taste, or ever forgetting that high purpose of use which should be the guiding principle of all effort.

THE WEEKLY SUN, the cheapest and one of the very best family newspapers in the world, is published at the low rate of 75 cents a year, or 16 months for one dollar.

8 copies, one year \$2, 8 copies \$5, 25 copies \$15. Postage 13 cents a year in the State, and 26 cents out of the State. Specimen copies sent gratis.

Direct all letters to
1 mo.

W. C. CHURCH, publisher,
Sun Office, New York.

SEVENTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

To be held in the Capitol at Indianapolis, December 26, 27, 28, 1860.

ORDER OF EXERCISES.

26th, 2 o'clock, P. M.—1. Preliminary business. 2. Reports of members of Committee on County Associations, Institutes, etc. 3. Presentation of professional queries, (written.)

7 o'clock, P. M.—Address by President, E. P. Cole.

Discussion of topics in said address, and miscellaneous business.

27th, 9 o'clock, A. M.—Opening Exercises.

9-15. Paper on school Directors; their duty and efficiency;—James G. May. Discussion of said Paper.

10-15. Discussion of question,—*Should the Legislature at its present Session, levy a two mill tax for School purposes?*

2 o'clock, P. M.—Paper on Vocal Music in Schools, by J. McKee. Discussion of said Paper.

3 o'clock.—Paper on School Government, by B. C. Hobbs.

Discussion of said Paper. Miscellaneous.

7 o'clock.—Address by President Hall, of Miami University, O.

Discussion of topics in said address.

28th, 9 o'clock, A. M.—Opening Exercises.

9-15—Paper on Institutes, by G. W. Hoss. Discussion of said Paper.

10-15—Discussion of question, *Should the Legislature at its present Session inaugurate an amendment to the Constitution permitting Local taxation for the support of schools?*

11-15—Miscellaneous.

2 o'clock, P. M.—Paper on School Examiners; their duties, and Law providing for the appointment of the same, by G. A. Irvine.

Discussion of said Paper.

3-15.—Election of Officers and Associate Editors.

Report of Treasurer. Miscellaneous.

7. Closing business.

8. Reunion, Toasts and Responses.

Adjournment.

Arrangements will be made in proper time, relative to boarding and Railroad fare. Papers throughout the State are requested to copy or notice the above; members also, requested to apprise teachers who are not members of the association.

Per EXECUTIVE COMMITTEE,

THE Indiana School Journal:

INDIANAPOLIS,

VOL. V.

DECEMBER, 1880.

NO. 12.

INTELLECTUAL PHILOSOPHY.

Many considerations have been presented, some of which are believed to be of irresistible force, on the affirmative of the question,—so often discussed in Teachers' Associations and in Educational Journals—"Should a teacher be required to know more than he has to teach?" That teachers should study intellectual philosophy with great care and zeal, in order to be able to understand the wants of their pupils, the peculiarities of the human mind, and the natural order of developing the faculties of the young, seems very obvious, even where this science does not have to be taught.

The observation of Dr. Wayland, that "The pupil leaves school, as it is said, thoroughly educated, but utterly disgusted with the studies which he has pursued, and resolved never to look at them again, a resolution to which he adheres with marvelous pertinacity," proves that there is a fatal mistake made by many educators in forcing their pupils rapidly and painfully over an unreasonable area of science, at an age when very little of it can really be comprehended by an ordinary mind. This is constantly done, we have no doubt, although not universally. It is only partly the fault of the teachers, it is true, since a perverted public taste seems to ask it at their hands. But it is their duty to understand their own business fully, to master all the problems of a natural and healthy development of the human mind and body, and correct as far as possible the public opinion in relation to a course of studies which defeats its own object. It should be known that this suicidal course of crowding pupils over a host of text-books, deepening their aversion from day to day, and pouring in knowledge with a profusion which satiates, crushes out

the natural curiosity of the child, induces loathing for that very knowledge which under proper management would have been eagerly sought.

So too, many teachers ardently advocate "that method of education commonly termed analysis as the natural and true method of acquiring a knowledge of science. A better knowledge of intellectual philosophy would teach them that "mere formulary knowledge falls far short of real knowledge."

"The strenuous advocates of what is termed 'analysis,' in Arithmetic particularly, indeed, in other branches too, labor, honestly, *most energetically*, and talk *enthusiastically* to have their pupils, it MATTERS NOT HOW YOUNG, measure every step from the beginning, carefully, and understand every principle in all its bearings "*thoroughly*," wisely and "*philosophically*," and reason with "tact," clearness of "perception" and "logic." The folly of this claim is shown up very clearly in an article on "Analysis" in the June No. of the Indiana School Journal.

Dr. Wayland remarks, "We see in the courses of study for mere children, subjects which can only be comprehended by the mind, at the period of manhood. (See Nov. No. School Journal.)

It is against this unnatural condition of things that Mr. Greeley's "Hints to Improvement" (quoted in the Sept. No.) are directed. We consider that the bad taste now existing in relation to education arises from an undue amount of vanity. Parents are apt to be too much flattered by hearing that their children are grappling with numerous and advanced studies. They usually like the teacher best who conducts them over the greatest possible space in the least possible time. They do not perceive that the natural elasticity of the mind is thus destroyed by this crowding, stuffing process. They do not see that the opportunity for reflection, for self communion, for the evolving of original thoughts is thus destroyed. They labor under the American delusion and mania that their children are equal in talent to any who ever lived; that their boys are fair candidates for the Presidency, and that all that is necessary is to drive them forward with the most determined energy.

Popular writers and lecturers, and fourth of July orators have ministered to this conceit by affirming that "all men are created equal," that "many of our greatest men have arisen from the humblest walks of life, and that all which is necessary is intense appl-

cation." And, we regret to say, too, that teachers have often assisted in feeding an infatuation, which has ruined so many of the youth of the land, which has covered our Republic with an odious swarm of office seekers, which has infested multitudes of the young with distaste or scorn for the plain walks of life, which has really dwarfed so many fair intellects, which has given us deformity for naturalness, which sends out yearly its thousands of effeminate, jaded, exhausted, and deluded victims, doomed to the bitterest disappointments. Disease, insanity, suicide, crime, intemperance, or an early death is frequently the result.

A better knowledge of intellectual philosophy, of the laws of mind, would have taught the teachers and parents a wiser course.

We propose to remind the young, that though all men are created equal in a political sense, with equal right "to life, liberty, and the pursuit of happiness," yet there is an immense contrast in the natural powers of men, which makes it absurd to suppose that mere application will bring every man up to the same height of power, or success. An example is given in Griswold's *Prose Writers of America*: the character is John Marshall. Mr. Marshall was a soldier in the Revolutionary war; at the age of twenty-five he was admitted to the bar. In 1798 he had acquired such fame as to be sent to France on a special mission, to cope with the great Talleyrand. In 1801 he became Chief Justice of the United States.

Mr. Griswold says, "Of that group of statesmen who may one day, perhaps, be regarded as above nature, as they *certainly were beyond the dimensions of men*, no figure save one alone will rise upon the eye in more towering grandeur than that of John Marshall,"

"Vast as the reach of law is, it is not an exaggeration to say that Marshall's understanding was *greater*, and embraced all the forms of legal sagacity within it as a part of its own SPONTANEOUS WISDOM. He discriminated with *instinctive* accuracy between those technicalities which have sprung from the narrowness of inferior minds, and those which are set by the law for the defense of some vital element of justice or reason."

Truth came to him as a *revelation*; from him as a demonstration. His mind was more than the faculty of vision; it was a *body of light* which irradiated the subject to which it was directed." "It was the essential sagacity of his guiding mind that saved us from illustrating the sarcasm of Burke about paper constitutions." "From the

position in which he stood of evident superiority to his subject, it was obviously *easy* for him to describe its character and define its relations." "The questions upon which his judgment was detained and the considerations upon which his judgment was at last determined, were such as ordinary understandings not merely *could not resolve*, but were often inadequate even to appreciate or comprehend.

"We were also so accustomed to see his mind move only in the light, that there was danger of our not observing that the illumination by which it was surrounded was *the beam of its own presence*."

It seems evident from this sketch of Marshall, that *nature* had endowed him with a wonderful genius, which enabled him to understand and comprehend readily the most difficult questions; and when we read about his "spontaneous wisdom," his "instinctive accuracy," we are reminded of the wisdom of Solomon, and look upon him as one raised up by Providence for the exigencies of our beloved Republic.

Is not this single example sufficient evidence that some persons are endowed by nature with such superior powers that they can easily obtain an eminence which men of ordinary faculties never can reach even by application the most intense and prolonged.

Let no one suppose for a moment that these remarks were designed to disparage application. By labor men can of course rise far higher in any pursuit for which they are naturally adapted. Other things being equal, that man succeeds best in business who is most industrious. But nothing can atone for want of natural faculties. No man can possibly succeed unless nature has first done her part. This is an indispensable foundation; it is the first and most essential element of success. Happily the most of men have a genius for some-thing.

Hence, it is the duty of the educator to study the character of his pupil, to encourage his native powers, and fit him as far as possible for active life; but he should be very careful not to deceive him.

"Know thyself" is the maxim which we should adopt, and inculcate, and obey. The educator should be the last one to flatter and delude the young, or incite hopes not warranted by the laws of mind, nor by the teachings of history.

BENEFITS OF MENTAL CULTURE.

The harmony and combination with which the powers of a cultivated mind can act, is, perhaps, the best evidence of the value of mental culture; and the more faculties we can employ with facility and combination, the more full and complete will be our mental action; therefore, to build up a solid frame-work of mind, to give it capacity and aptitude for vigorous and systematic action, is the true object of education.

The various circumstances under which man is born demonstrate the necessity of culture to give freedom and correctness of opinion, and independence of action. The influences which operate upon him are many and powerful. The revered *past* presents him its philosophy, in its customs and traditions, and by it he seeks to measure the present. It restricts his vision, checks his exertions, and proscribes his advancement. Surrounded by sentient and reflective beings, each seeking to appropriate whatever will conduce to his own interests and enjoyment, their opinions and habits cannot but affect him. Those exerting the greatest energy of character will undoubtedly influence others most in the formation of their characters; the stronger minds will impress themselves upon the weaker. Hence the necessity of an ability to encounter and resist them, that he may not be their *slave*. A true mental culture gives this ability, and considered as a source of power will explain why it is that some men exert a greater influence, and do far more with a given amount of native talent than others.

Mental training, of whatever kind, that received in the ordinary educational course, or, better still, where both experience and the schools have been the instruments, has an effect to refine and concentrate the mind, and enable it to act through a greater number of faculties at once—by combination. The uncultivated man takes cognizance of facts; but when these facts are to be combined and compared, and their true relations and values ascertained, and when conclusions are to be deduced therefrom, he utterly fails; whereas the man of culture succeeds by the training he has received, though he possess less native power of mind. The uncultivated man views things in their individual capacity, and thinks by the exercise of single faculties, but nice distinctions, mixed ideas and generaliza-

tions, are traced and understood only by the man of culture.

Education has an effect upon the mind analogous to the training of the muscles of the smith or the sailor, the nerves of the surgeon, or the hand of the machinist. It does not so much create faculties as it invigorates and directs them. It is its merit, not so much that it gives facility of action to the mind, as that it unfolds or discovers the *law* of its action and natural channel of exercise and adaptation. Thus mental culture is the true source of power, and "it is of far more consequence to give the mind a degree of power which it shall be able to apply to any future study when needed, than to store it with any conceivable amount of learning." Let those who inveigh against the study of the dead languages, and against wading through the dry details of mathematics as "a useless waste of time," remember that the *training of the mind* is of really more importance than the gaining of knowledge.

Mental culture is also an element of success. The successful prosecution of any business, although apparently easy and simple, involves a knowledge of principles applicable to it, which when once acquired ought ever after to be available. The man of culture is enabled to choose with a surer prospect of success that occupation or business in harmony with his mental constitution, and to which he can direct all his industry without loss by friction or mistakes. Horace Mann says:—"The increased power of the intelligent hand and the broader survey of the intelligent eye—could we see a ledger account of the profits which they give from thought and culture as they preside over our farms, in our workshops, and emphatically in all the labors of our households, we should then see how rapidly their gathered units swell into millions upon millions."

It is culture that enables the student, the man of business, or the mechanic and the farmer, to trace out results and reach them by direct routes rather than by circuitous gropings.

There is also another consideration connected with this subject; and that is the sense of security and consequent freedom of action and independence of thought which true mental culture gives. An ability to comprehend the qualities and relations of things and the rationale of action, gives to its possessor a confidence which adds much to his strength of will and the efficiency of his efforts.

Every young man of ordinary powers and faculties has bound up within himself a mass of powerful energies, the force and efficacy of

which he is but little aware of until occasions arise that require their aid. Let them be trained by culture, disciplined by experience and practice, and the waves of trouble and difficulty are dashed aside with an ease of which the mass have no conception. And yet there are hundreds of young men, and young women too, in almost every community, who are growing up ignorant of their own capabilities, and of almost every law that governs body and mind, who have natural talents of high order, but for the want of proper culture, will "bury them in the earth," and never know the end for which they were created.

Parents usually are too much engrossed with business or a multiplicity of pursuits to admit of superintending the education of their children. Hence they are suffered to grow up with whatever impressions they may chance to acquire; and these, from their inability to analyze and comprehend correctly, are often derived through imperfect or false media, and are based upon erroneous views of life and things. The consequence is, that they are but little prepared to act upon the stern realities that make up life. The supremacy of that law which assigns to labor its unfailing reward is never fully vindicated in their characters, because the labor of the hand without the brain is seldom directed aright.

Give to man the sunlight of culture, and the rank growth of luxuriant error will wilt and die for want of real vitality and power. As students in the great laboratory of the world, it is better that all the creations of intellect, relative to men and things, should be received and known, that the "focal powers of truth" may penetrate the mind's entanglements and light up its dark chambers. As teachers, while we labor to work out the dross from the growing mind and refine it, let us remember that sympathy of thought and feeling can rouse the slumbering soul to energy, and guide it forward with cheering and noble steps along the journey of life.

H. H. Y.

A correspondent of the Home Journal, writing from Japan, says that during a half year's residence in that country he has never seen a quarrel, even among children.

THE PRESENT AGE.

Extract from an Address delivered before the Pythonian Society, in Pythonian Hall, N. W. C. University, Friday evening Nov. 14, 1860, by W. R. Manlove.

In the consideration of this subject there is nothing that more forcibly strikes the mind than a tendency in all the movements of the present age to progression, to expansion, to universality. It is an interesting and a pleasant task for the modern student to trace back through the mazes of by-gone ages, the progress of science, of literature, of government and of arts. But while with admiration we gaze upon this long continued, never ending march toward perfection, and while in the present age we see this progress with gigantic strides still going on, we must admit that our age is not so much characterized by its rapid progress and great discoveries as it is by the universality with which the applications of old and long established principles are being made. This tendency toward universality is pulling down monopolies and driving away that spirit of narrowness, exclusiveness and restriction which prevailed in past ages. Under its benign influence tyranny is surely and rapidly melting away, clouds of superstition are being dispelled, and man, the image of his creator, steps forth untrammelled in his God-like majesty to contemplate the workings of Nature's laws. The sanctimonious robe, in which tyrants were wont to wrap themselves, no longer preserves from the just condemnation of mankind its unworthy wearer. Man, though born perhaps, beneath the dark clouds of adversity, begins to consider himself the possessor of certain inalienable rights as well as the subject of duty and obligation. Man is now only man, though wrapped in priestly robes, or crowned with pearls and diamonds upon a kingly throne. Once we heard of the prerogative of the king, the privileges of the lord, and the duties of the subject; now we hear of the rights of the citizen, and the duties of the sovereign. These truths seem to have become axiomatic,—that the provisions of nature are alike the property of all; that it is the duty of society to minister to the wants of all; and that governments should be formed for the protection of all.

In nothing does the tendency of the age to expansion and universality more plainly appear than in Science and Literature. No longer do we find science locked up in a few colleges, or in the archives of

royal societies. No longer do we find its great truths imbedded in a language unknown to the masses. Science has bid adieu to her retreats; and with familiar generosity unknown before, she opens her store house of treasures to all. The laborer no longer works as a machine; science has taught him to apply his intellectual powers to his toil; he now understands the principles which govern his art; and is enabled to explain the laws and processes which he turns to account.

Science is no longer mere speculation; it has now passed into real life. It not only opens for our investigation the Book of Nature, but it empowers man to wield and turn to account the very elements of nature. It has given him dominion over earth, sea, and air, and brought at his command the orbs of light within the reach of his feeble vision. Science refuses longer to be bound down by venerable superstitions. Its field for investigation is the Universe. Its invasions lay bare every province of Nature. It has dived down into the depths of earth and dragged therefrom undeniable records of the stupendous changes which were undergone by our Globe previous to the advent of man. It sees in these changes the preparation which Nature was making for the future abode of man. It is not content with a knowledge of materiality but is laboring with God-like power to discover the laws which govern invisible and imponderable matter. But to man there is a still more useful mission which science is performing: it is investigating the laws of social progress, arts and institutions of government, and proposes as the ultimatum the happiness of mankind. * * * *

It is not necessary that we should confine our views to science in order that we discover the tendencies of which I have spoken. Everything that pertains to man's social, moral or religious being, discovers to us the same tendencies, seems infused with the same spirit, Literature, the Fine Arts, Education, and above all Religion. * *

* In the diffusion of education we see one of the most striking examples of the tendency of the present age to universality. 'The great truth that every individual has a right to the cultivation of his mind, a right to the aid of education, is becoming firmly established in the minds of men.' The result is that nations are looking to the education of their citizens; and indeed the greatness of nationality depends in a great degree upon the education of the nation.

[For the Indiana School Journal.]
EUROPEAN CORRESPONDENCE.

HALLE, 1860.

The girls' school in the Waisen-haus did not impress you very favorably? It certainly has not prepossessed me in favor of the education of girls in this country. It would be unfair however to take this one school as a specimen, particularly as I know there are, scattered through the country, seminaries of some pretension, and Moravian boarding schools which have a good reputation. But none of these so far as I can discover lays the broad basis thought necessary for a woman's education in our country. This limitation is not confined to education; it is a general principle. When we remark it, our German friends laugh and say, "You are still in the dark ages, in the period of chivalry through which we found our way some centuries ago."

Very well, is it not, that the practical nation, at which all the world laughs because it is so extraordinarily practical, should have hanging about it clouds of the middle ages, from which these old, wise, quiet, dreamy people have shaken themselves free!

Since somewhat domesticated here I have been amused to observe the impressions of newly arrived Americans in regard to the position of woman. "I can eat German," said a young friend of ours the other evening, "and sleep German, though that goes pretty hard, for it is equivalent to sleeping on the side of a hill. In talking I can make myself understood, and I have gleams at the lectures. Indeed I am a pretty good German until it comes to the women: I can't yet bring myself to look as a true German does without compunction on the hard-working women in the streets."

The women who work in the streets and fields are so astonishingly ugly that one accustomed to this sight would naturally think them unfit for anything higher, or even different. Imagine a band of sun-burnt, coarse looking creatures, in short petticoats, and many with bare feet and the faces of old men, handling the hoe, the spade, and even at work with the plow under the direction of a man, to all intents and purposes that which an American most dislikes, a field overseer, and you will acknowledge that one who has all his life seen this spectacle is excusable for looking at it without compunction. And these women are beautiful in comparison with the coal-carriers in town, bending under the weight of immense baskets tied on their backs, reaching far above their heads, and filled with the peculiarly dirty coal of this region, their gaunt faces streaked with black and their natural color entirely undiscoverable.

Yet it is not right to ascribe to the customs of the country the exposure and hardships endured by this class, for without doubt these are the consequence of necessity. When a small country like Prussia, and a country without commercial resources, must support an immense population, a very large proportion of which consists of soldiers, who live at the expense of the remainder, it is impossible to avert the tyranny of poverty, and every sort of remunerative labor is received and performed with gratitude. There is no shrinking here on the part of men, and no thrusting of women in to do what they would gladly avoid. Nevertheless, the position of this class, even if it be unavoidable, has its influence upon general society,—an influence that is perceived in a thousand ways, some disagreeable, many only amusing. In the street ladies oftener turn out of the way for gentlemen than gentlemen for ladies; not agreeable where the side-walks are narrow, as then one must sometimes step into a gutter. In traveling you see a gentleman entirely unencumbered descend the steps of a carriage while his dutiful wife follows with bag and bundle.

One day as I was walking on the street with a gentleman who carried for me a small traveling sack, I was quite startled to hear one woman call to another, "Just look at that man! I bet he has a hard time with his frau." "I can ride third class," says a lady, "but it would never do for my husband—it would be entirely too undignified." A young lady of twenty-eight, when asked to spend the evening with a neighbor, answers demurely, "I will ask Papa's permission." These are foolish little incidents, and perhaps only lead you to admire the docility of the women. Well, they are docile, and setting aside the lowest class, the out-door laborers, and the next to the lowest, those whose minds grow stupid in school and stupider out of school—those who live only to work and tattle, you may find many most lovely women among the German ladies. They are all industrious. The display of linen they can make, and stockings, and all sorts of handiwork, is incredible to an uninitiated mortal.

"I have a great deal of knitting to do," said Frau Geheimerathin B., the other day. By the way, ladies all take the titles of their husbands, from the Frau King to the Frau Stocking-maker. "I have a great deal of knitting to do; every member of my family needs stockings."

"Indeed!" I exclaim, "I thought the drawer you just opened was full."

"So it is, and the one below it, but what is that for so many?"

"There are only four of you; may I count your stockings?"

"Certainly."

"Well, here are thirty pairs for the two boys!"

"Yes, I am ashamed—I am afraid I shall have to hire some knit; a thing I never have done, but they need new socks immediately."

"Here are fifty for the Geheimerath and seventy for you. Do you call that not having enough?"

"Certainly ; we never were so badly off in our lives."

I was ashamed to ask this lady, as I had intended, where I had best buy stockings, so I applied at another time to a young lady friend. "Indeed I don't know, I never bought any."

"Never bought any ! surely with all your writing and studying you do not find time to knit ?"

"No, I do not, and have never had occasion. My sister and I are still wearing the stockings my mother knit before her marriage. Our mother was very industrious."

I should think so. It is seventeen years since she died and she lived ten or eleven years after her marriage.

I undertook to count the articles composing the outfit of a bride, but I lost my way entirely in the table-cloths and napkins, and looked at the remainder as a little child looks at a sum in long division which fills the whole line, in perplexed admiration.

Do not imagine these ladies make only useful articles. Purses, cushions, rugs, collars, sleeves, tidies, table-covers, cigar cases,—indeed time would fail me to enumerate the elegancies that grow beneath German ladies' fingers. And do not imagine either that these ladies can do nothing but work. I have no doubt that ladies who do nothing but work are far more numerous in Germany than in any other country on the globe, but then there are no ladies in Germany who do nothing, and what other country can say as much ?

When the girls who afterward influence, if not control society, leave school, they commence or at least continue to study. As a general thing they have nothing to do with the classics, and little to do with the natural sciences ; therefore they devote themselves to general literature, to the modern languages, to music and drawing. And the same industry that fills their drawers and chests, enables them to advance greatly in general intelligence.

Not long since a lady from London not more than nineteen years old, came home to spend three weeks in Halle, her first visit after her marriage to an Englishman. What preparation do you think the delighted mother made ?—for she was delighted ; I never saw a mother more happy at the thought of meeting a daughter,—why she engaged one teacher for the organ, and another for singing, as her daughter's musical studies had been interrupted in London. Two days after the young lady arrived she commenced her lessons, and not only attended to them punctually during her visit, but accomplished quite an amount of sewing and saw a good deal of company—charming every one by her sweetness and intelligence.

The mother of this lady learned English after reaching the mature age of forty-two, and has read since that time more English than many Amer-

ican ladies of that age. When her daughter left school she taught her English, read with her English, German and French,—played and sang with her, traveled with her—and living in and for her daughter renewed her own youth. Since I came to Halle I have read German aloud to her as she sat at her work, at least an hour of almost every day. In the same way one German lady reads Shakspeare, another Longfellow, and two others some French work at regular periods. Lest you think this lady spends all her time with books, let me tell you she is the uneasy owner of the seventy pairs of stockings.

Two young ladies that I know very well—two of the fairest flowers that bloom on this German soil—live something after this manner. Their family is large, their mother not living, their servants two: they live very handsomely, and have an almost constant stream of company. They rise early, and never if it is avoidable see company in the morning. They attend to the house, the servants, the sewing, and when there is time left they write and read until twelve. The elder has translated a number of tracts and other religious works from the English, of which she is very fond, into the German. She has a very extensive correspondence embracing individuals in Germany, England and America, and of course she does a great amount of writing. The younger does not read or write so much, but is remarkably skillful with the needle. Really her needle work is beautiful, whatever she touches, whatever she does or says is beautiful. Two afternoons of every week from two to four she teaches poor children to sew. The remaining afternoons of the week she and her sister receive company, visit, of this they do very little, or fulfill miscellaneous engagements generally of a religious character.

These sisters are very devout; every day they study the Bible closely, and read devotional books. As the younger sits before her dainty little work table, by a window which commands a glorious view of blooming garden, distant road, villages, and sky, she drops her work now and then, and looks out and up to thank God for the beauty of nature, for the natural sun and the Sun of righteousness, then takes up a book of devotion which always lies in the window, and reads a sentence to think over as she sews.

The pure, beautiful lives of these lovely sisters have made a strong impression on me; God grant they may long live to teach the poor, to cheer the stranger, and to bless all who come within their quiet circle!

I might introduce you to other German ladies, but you have seen enough to gain an idea of the education which follows school education, and which is of even more importance; and to convince you if you were never convinced before, of the value of industry!

M.

THE ASTEROIDS.

As many of the present readers of the JOURNAL have not seen the table of asteroids published in a former volume, we give the following complete list, bringing the discoveries down to November 1st, 1860. The Roman numerals annexed to the names of discoverers denote the numbers discovered by them respectively.

No.	Names of Asteroids.	By whom discovered.	Date of discovery.
1	Ceres, -	Piazzi, -	1801, January 1.
2	Pallas, -	Olbers, I. -	1802, March 28.
3	Juno, -	Harding, -	1804, September 1.
4	Vesta, -	Olbers, II, -	1807, March 29.
5	Astræa, -	Henke, I, - -	1845, December 8.
6	Hebe, - - -	Henke, II, - -	1847, July 1.
7	Iris, - - -	Hind, I, - -	1847, August 13.
8	Flora, - -	Hind, II, -	1847, October 18.
9	Metis, - -	Graham, - -	1848, April 25.
10	Hygeia, -	De Gasparis, I,	1849, April 12.
11	Parthenope, -	De Gasparis, II	1850, May 11.
12	Victoria, -	Hind, III, -	1850, September 13.
13	Egeria, - -	De Gasparis, III,	1850, November 2.
14	Irene, - - -	Hind, IV, -	1851, May 19.
15	Eunomia, -	De Gasparis, IV,	1851, July 19.
16	Psyche, - -	De Gasparis, V,	1852, March 17.
17	Thetis, - -	Luther, I, -	1852, April 17.
18	Melphomene,	Hind, V, - -	1852, June 24.
19	Fortuna, -	Hind, VI, - -	1852, August 22.
20	Massalia, - -	De Gasparis, VI,	1852, September 19.
21	Lutetia, -	Goldschmidt, I	1852, November 15.
22	Calliope, -	Hind, VII, -	1852, November 16.
23	Thalia, -	Hind, VIII, -	1852, December 15.
24	Themis, - -	De Gasparis, VII	1853, April 5.
25	Phocæa, - -	Chacornac, I, -	1853, April 6.
26	Proserpine, -	Luther, II, -	1853, May 5.
27	Euterpe, -	Hind, IX, -	1853, November 8.
28	Bellona, -	Luther, III, -	1854, March 2.
29	Amphitrite, -	Marth, - -	1854, March 2.
30	Urania, - -	Hind, X, - -	1854, July 22.
31	Euphrosyne,	Ferguson, -	1854, September 1.
32	Pomona, -	Goldschmidt, II,	1854, October 26.
33	Polyphymnia,	Chacornac, II, -	1854, October 29.
24	Circe, -	Chacornac, III,	1855, April 6.
35	Leucothea, -	Luther, IV, -	1855, April 19.
36	Atalanta, -	Goldschmidt, III,	1855, October 5.
37	Fides, -	Luther, V, -	1855, October 5.
38	Loda, -	Chacornac, IV,	1856, January 12.
39	Lætitia, -	Ghacornac, V,	1856, February 8.

No.	Name of Asteroids.	By whom discovered.	Date of discovery.
40	Harmonia, -	Goldschmidt, IV	1856, March 31.
41	Daphne. -	Goldschmidt, V,	1856, May 22.
42	Iris, - -	Payson, I, -	1856, May 23.
43	Ariadne, -	Payson, II, -	1857, April 16.
44	Nysa, -	Goldschmidt, VI	1857, May 27.
45	Eugenia, -	Goldschmidt, VII,	1857, June 27.
46	Hestia, -	Payson, III,	1857, August 14,
47	Pseudo-Daphne	Goldschmidt VIII	1857, September 9.
48	Aglaia, - -	Luther, VI,	1857, September 15.
49	Doris, - -	Goldschmidt, IX	1857, September 19.
50	Pales, - -	Goldschmidt, X,	1857, September 22.
51	Virginia, -	Ferguson, II, -	1857, October 4,
52	Nemausa, -	Laurent, -	1858, January 22,
53	Europa, -	Goldschmidt, XI,	1858, February 4.
54	Calypso, - -	Luther, VII,	1858, April 4.
55	Alexandra, -	Goldschmidt XII,	1858, September 10.
56	Pandora, -	Searle, -	1858, September 10.
57	Mnemosyne, -	Luther, VIII,	1859, September 22.
58	Concordia, -	Luther, IX, -	1860, March 24.
59	Danae, - -	Goldschmidt, XIII	1860, September 9.
60	(Not named.)	Chacornac, VI, -	1860, September 12.
61	(Not named.)	Poster, - - -	1860, September 14.
62	Titania, - -	Ferguson, III,	1860, September 15.

REMARKS.

1. Of the asteroids hitherto discovered, Ariadne has the shortest period, 1191 days, and Hrgæa the longest, 2051 days.

2. The inclinations of the orbits of Massalia and Themis are less than one degree, while the orbit of Pallas is inclined nearly thirty-five degrees.

3. The orbits of Polyhymnia and Nysa are very eccentric; the eccentricity of the latter approximating that of Faye's comet.

4. *Victoria* was so named by Mr. J. R. Hind, (of England,) to indicate the country in which it was discovered. The discoverer insists, however, that apart from this consideration, the name "is perfectly consistent with conventional usage amongst astronomers in reference to small planets; the rule hitherto followed requiring a female name, taken either from the Greek or Roman Mythologies." Some American astronomers, however, objecting to this name, have called the planet *Clio*.

5. The twentieth asteroid was discovered on the evening of September 20th, 1852, by Mr. Chacornac, of Marseilles. The discoverer delegated his right of naming the planet to his friend, Mr. Valz, who proposed to call it *Massalia*. Subsequently, however, it appeared that the same asteroid had been discovered by Professor De Gasparis, on the 19th of September, a day before it was recognized as a planet by Chacornac; but the former, instead of exercising his prerogative as *first* discoverer, courteously acquiesced in the choice of Mr. Valz.

The designation *Massalia*—the original name of Marseilles—was given to the planet in order to mark the site of its discovery. Its adoption, however, was a departure from the rule which had been previously observed.

The twenty-first asteroid was discovered at Paris, and accordingly (Mr. Valz having established the precedent) it received the name *Lutetia*.* The name *Phœcea* was selected for the twenty-fifth because it was discovered at Marseilles: this city, anciently *Massilia*, or as it was called by the Greeks *Massalia*, having been founded by a colony from Phocæa, a city of Asia Minor. The forty-fifth was called *Eugenia*, as a compliment to the Empress of France; and the fifty-fifth *Alexandra*, in honor of ALEXANDER VON HUMBOLDT.

7. Pandora was discovered at the DUDLEY Observatory, Albany, N. Y.; Euphrosyne, Virginia, and the fifty-ninth, at Washington, D. C. These are the only members of the group discovered in this country.

D. K.

WHAT WE ARE MADE OF.

The following is from an article by Oliver W. Holmes:—

„ If the reader of this paper lives another year, his self-conscious principle will have migrated from his present tenement to another, the raw materials even of which are not yet put together. A portion of his next harvest. Another portion of his future person, he will purchase, or others will purchase for him, headed up in the form of certain barrels of potatoes. A third fraction is yet to be gathered in a Southern rice field. The limbs with which he is then to walk will be clad with flesh, borrowed from the tenants of many stalls and pastures, now unconscious of their doom. The very organs of speech with which he is to talk so wisely, plead so eloquently, or speak so effectively, must first serve his humble brethren to bleat and bellow, and for all the varied utterances of bristled or feathered barn-yard life. His bones themselves are, to a great extent, in *posse* and not *esse*. A bag of phosphate of lime, which he has ordered from Prof. Mapes, for his grounds, contains a large part of what is to be his skeleton. And more than all this, and far the greater portion of his body, is nothing but water; the main substance of his scattered members is to be looked for in the reservoir, in the running streams, at the bottom of the well, in the clouds that float over his head, or diffused among them all.”

*The ancient name of Paris.

WHY TEACHERS FAIL.

In the Connecticut Common School Journal, under the above title, some ten reasons are given why teachers fail. We select two of these for our readers, for want of room for all, and because these are in our opinion the chief reasons. If teachers are right in respect to the two following points they can hardly fail unless naturally deficient, in which case, perhaps, no remedy could be found :—

"Want of a lively interest in the work. No one can expect true success to attend any work in which he engages with feelings of indifference. Especially is this true of teaching. Unless one feels that his work is an important one,—a work for which he has a love,—he will hardly engage in its performance with a zeal and earnestness which will make success sure. It is too often the case that teachers are destitute of spirit, of enthusiasm. They teach because they are hired to teach, and simply undertake to perform a certain round of duties, just to clear the laws and secure the wages. With no love for the work they manifest no zeal in it, and *"as with the teacher—so with the pupil."* The true teacher will love his work and ever study to promote the growth and development of the minds intrusted to his care, and his earnest devotion to his chosen work will awaken kindred feelings in his pupils."

"Want of professional feelings and interest. "Every man," said Webster, "owes a debt to his profession." By this we understand that every member of a profession is under obligations to do what he can for the elevation of his profession. This he must do by promoting his own improvement, by uniting with others in associational effort, and in various ways by manifesting a professional interest and feeling,—a true *esprit de corps*. A teacher who secludes himself, withdrawing from all associated efforts and meetings for mutual improvement, may keep a good school, but as a man and as a professional teacher he will fall far behind the mark. If his own views, plans and results are entirely satisfactory to him, if he will, if he has a true professional feeling, gladly communicate them to others, and not be content to hide his light as under a bushel. We have, in the course of a score of years, known several men of talent and ability in the teacher's profession who have kept themselves entirely aloof from all meetings and all efforts designed for the good of the profession, but in every instance we have been fully satisfied that such were withholding an influence which might have proved a perpetuating good, and almost without exception, these individuals have fallen into a stereotyped course; and if they have not become misanthropic in their feelings and spirit, they certainly have become very exclusive and very captious.

We would then advise all teachers who would make success sure, to unite heartily in every effort and plan designed for the good of their profession. By the very means adopted for professional improvement, 'personal profit and advancement will be secured."

DON'T BE DISCOURAGED, MOTHER.

Don't be discouraged, mother. What though the boys are rude and rough ; that should not discourage you. The new farm is rough and rugged when the husbandman first begins to till it, but by patient toil he gradually extracts the roots, removes the boulders, levels the knolls and fills the hollows. If the soil seem at first to refuse a return for his toil, presenting only heaps of rocks, and more unsightly heaps of barren earth—don't let him be discouraged, for there is a mine of wealth in the deeply dug and well-wrought field, which shall soon yield ample profits for the labor and *patience* invested. The old marsh shall blush with beauty and health. The sand-hill shall yet be spread with a carpet of green, monarchs might be proud to own and tread. The boulders shall yet kiss the feet of both the proud and humble, the poor and the rich, and draw forth praises from the man of science and of taste. The tough, unsightly tussuck shall yet yield the food that feeds the tiller. Don't be discouraged, mother ; for those very forbidding characteristics in your boy, when checked and molded by an intelligent and persevering discipline, will be of vast worth to him when a man. It may cost more to subdue and direct a stubborn will, but when the work is done you have made an efficient commander. It may cost more to polish the rude boy, but when you have succeeded you have given the world a *man* instead of a statue. There is a jewel under that forbidding frown and hostile resentment. If you would realize its full value be very patient. Train surely and carefully.

Your investment may not, at once, yield you a return ; nay, it may be years ere it affords you much fruit of a desirable beauty or richness ; but be well assured of this : the more diligent and patient your toil, the sooner will you be blessed with a satisfactory return.

THE ORIGIN OF THE TURKISH CRESCENT.—When Philip of Macedon approached by night with his troops to scale the walls of Byzantium, the moon shone out and discovered his design to the besieged, who repulsed him. The crescent was afterward adopted as the favorite badge of the city. When the Turks took Byzantium, they found the crescent in every public place, and, believing it to possess some magical power, adopted it themselves.

The Library of Congress contains upward of 65,000 volumes, exclusive of pamphlets and documents.

TRUE EDUCATION.

Education does not consist in what is learned from books. There are lessons of self-sacrifice, self-conquest, self-reliance, and individual responsibility which every true woman must learn. Why should so many study out their lessons alone, in tears and darkness?

I encourage my scholars at all times in the faithful performance of unpleasant duties. When they long for higher fields of action, I remind them that in the battle of life, "they also serve, who stand and wait." I try to have them understand the difference between tastes and passions; I show them wherein neatness is a blessing and how it may cease to be a virtue. I try to impress upon them that persons may differ and yet be friends.

Once in two weeks, after reading compositions and sending the little ones home, I call the larger girls about me: I read to them poetry, works of travel and sketches of distinguished individuals; I talk to them of the lives and heart-struggles of those "who have won for earth the gems of thought." I encourage them to ask questions and talk freely of anything they may wish to know. I try to give them a sufficient idea of standard authors, that when the days of weary desolation come, they may know how to choose for themselves. Had our women, within themselves, more resources of pleasure, they would make better wives and mothers. When the cup of happiness is dashed from their young lips, and by the phantom of despair they are led on to the dreary threshold of insanity; could they but remember that by individual suffering the world is made better, how many would lift their streaming eyes heavenward, and in the strength that is given them from on high, walk through life comforting hearts less sorrowful than their own.

Too many mothers are occupied with vanity; teachers must guide the daughters. It has been truly said, "man makes the laws, but mothers make the men."

E. B. K.

From the Census of Australia, taken on the 1st of April last, it appears that the total population was 117,727. Of this total of 117,727, no less than 43,349 were born in the colony, 49,788 in England and Wales, 7,172 in Scotland, 12,128 in Ireland, 2,201 in other British possessions, 7,864 in Germany, 1,093 in foreign countries, leaving 122 not specified.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 197.—By WILLIAM B. MORGAN.

An instrument is constructed to work upon the following plan: The end of a small rod is made to follow a circle. The rod passes through a fixed point outside the circle, and a pencil may be fastened to it, either between the point and circle, at it, or beyond it. Required the equations and some of the properties of the curves thus described.

PROBLEM No. 198.—By NUMERATOR.

It is required to find that fraction whose cube root exceeds its square root by the greatest possible quantity.

PROBLEM No. 199.—By JOHN SMITH.

Two thousand six hundred and fifty-two dollars are to be divided among three regiments, in such a way, that each man of that regiment which contains most, receives one dollar, and the remainder is divided equally amongst the men of the other two regiments. Were the dollar adjudged to the first regiment, then each man of the two remaining regiments would receive fifty cents; if we give the dollar to the second regiment, then each man of the two remaining regiments would receive one-third of a dollar; lastly, if it were given to the third regiment, then each man of the remaining regiments would only receive twenty-five cents. How many men were contained in each of the three regiments?

PROBLEM No. 200.—By A.

What number is it, whose half multiplied by its third part, gives 16?
(An arithmetical solution is required.)

PROBLEM No. 201.—By A.

If the diameter of an asteroid be 40 miles, and its mean density equal to that of Jupiter, in what time would a body let fall from a height of 500 feet reach the surface?

PROBLEM No. 202.—By A.

If the diameter and mean density of an asteroid be the same as supposed in the last problem, in what time would a material point revolve round it as a satellite, at a distance of 1200 miles ?

PROBLEM No. 203.—By J. Q. R.

What numbers are they, whose sum, product, and difference of their squares are equal ?

PROBLEM No. 204.—FROM WRIGHT'S ALGEBRA.

Solve the following equation by Cardan's method :—

$$x^3 - 12x^2 + 86x - 7 = 0.$$

Editorial Miscellany.

ANSWERS TO QUERIES.

MR. EDITOR:—

In the September number of the *School Journal* there were several queries presented, to which I have seen no answer, and in the October number there is another one presented which the Superintendent of Public Instruction is called upon to answer, and I will now answer them all.

QUERY 1st. "Should the Superintendent of Public Instruction comply with that part of the law which requires, 1st, "Annual Reports, (Sec. 116, School Law,) 2d, The spending annually, at least one day in each county attending Teachers' Institutes, conferring with Township Trustees, counseling teachers, and lecturing on Education?" (Sec. 117, School Law.)

To the first part of this query I answer, that the Superintendent should comply with the section of the law referred to; and I know of no one who has failed to furnish the required annual report, or contemplated such a failure.

To the second part of it, I answer, also, that it is his duty to comply with the requirement of the law referred to, according to its true and reasonable sense and meaning. That section cannot be construed into an imperative requirement that the Superintendent shall attend all the teachers' Institutes held in the State, or counsel her seven or eight thousand teachers, by calling on them for that purpose, at their homes and several places of business.

The reasonable construction of the 117 section is, that the Superintendent shall spend, on his official visits, annually, on an average, a day in a county, and if teacher's institutes are held within the range of these official visits, he shall attend them ;—that if the trustees and teachers meet him at his appointments for such visits, he shall confer with such trustees and counsel such teachers ; and if the masses of the people meet him at his appointments, he shall deliver lectures to them upon topics calculated to subserve the interests of popular education. This I take to be the true sense and meaning of that section of the law. In compliance with it I have performed my whole duty and more.

To make plainer this construction of the law, I will state, that since the commencement of my term of office, I have received notice of the holding of five teachers' institutes in the State ; the time appointed for holding four of them was previously occupied by appointments of my own, in remote parts of the State, which appointments I could not recall, neither could I change nor neglect them. The law certainly does not contemplate that the Superintendent shall attend institutes under such circumstances. He cannot be expected to sacrifice his own appointments for those of subordinate officers, or teachers, whose appointments are every way inferior in point of importance to his own.

Neither can it be contemplated by the law that he shall confer with trustees, counsel teachers, or lecture to the masses, unless they will meet him at his own appointments for that purpose. I think that if this is not the true construction of the section in question it ought to be amended.

QUERY 2.—“Should not the law be changed so as to require the election of the Superintendent at the spring rather than at the fall election ? thus divorcing the office in some sense from partisan influences.”

This I can only answer as an humble voter of the State. I regard such a change with disfavor. To change the time of filling so important an office from the fall election when the vote is usually large, to the spring election when the vote is light, and in many of the townships very irregularly conducted, would, I think, be an unwise and dangerous change. Judging from past experience and observation, I do not think that such a change would have the effect to remove the office in the least from partisan influences.

QUERY 3.—“Should the law be so changed as to give the Superintendent a term of three or four years instead of two ?”

In answer to this I must say that I think the Constitution ought to be so changed as to give him a term of six years instead of two. The Judges of the Supreme Court are elected for six years, and I think that the Superintendent of Public Instruction should be elected at the same time and for the same length of term. He now enters upon the duties of the office near the middle of one session of the General Assembly, and

his time expires near the middle of the next succeeding session. It is impossible for him to successfully impress his views and measures of administrative policy upon the system in that time. He is probably not prepared, at the commencement of his term, to co-operate efficiently with the Legislature, during the few remaining days of its session, in amending the law and improving the system under it. Neither can he be expected at the close of his term to very efficiently co-operate with that body in making amendments to the law, or changes in the system, which are to operate upon, or be administered by his successor in office. The usefulness of the office to the State is very much abridged by the shortness of the term.

QUERY in the October No.—“Why did the school money distributed in 1860 fall so much short of what was justly expected and promised? Will the Superintendent answer?”

To this I answer, that from the best data in my possession I make the following estimate :

Total School funds	- - - - -	\$6,170,000.
Deduct as unproductive,	- - - - -	2,640,000.
Total, productive,	- - - - -	3,530,000.
Income at 7 per cent.	- - - - -	7 per cent.
Total Revenue from funds,	- - - - -	\$247,100.
Tax on property,	- - - - -	435,368.
Tax on Polls	- - - - -	110,000.
Revenue from Licenses,	- - - - -	75,000.
Balance due from the State,	- - - - -	255,037.
Total school revenue,	- - - - -	\$1,122,506.

This entire amount with the exception of the Treasurer's collection fees on the tax collected, in ratable proportion, is appropriated in the most direct and positive manner, exclusively to furnishing tuition in the common schools of the State. Deduct from this amount the Congressional Township revenue, which does not enter into the apportionment by the Superintendent of Public Instruction, and it leaves for his apportionment the sum of \$975,505. When the appropriation was about to be made, and inquiry made for the money, it was ascertained that but about \$555,000 was available for his apportionment. The amount due from the State, it was said, could not be paid. A considerable amount was taken up in making certain payments of per cent. or fees to County Auditors and Treasurers, and contingent expenses of the fund, all of which I understand to be unlawful, there being no appropriation by law for the payment of any such fees or expenses out of this revenue.

The practice of thus unlawfully making these payments from this rev-

enue is co-extensive with the State, or nearly so, and of several years standing. The Superintendent of Public Instruction has no authority under the law as it now stands, to correct or stop these illegal payments, or to prevent such enormous diversions of the school revenue, from the purpose to which it is exclusively appropriated and set apart by law. The law does not give to the Superintendent any control whatever over the collection and application of the school revenues. It was very correctly remarked by my predecessor, that over this matter the Superintendent has no more control than he has over the revenues of Russia.

The foregoing estimate does not take into account the delinquent taxes, because the amount of delinquencies of former years which is made available during a current year, are very rarely equal to the amount of the delinquencies of the same current year's levy, and hence no serious discrepancy would result from their omission in this estimate.

SAMUEL L. RUGG,
Supt. Pub. Instruction.

RAILROAD AND HOTEL FARE OF TEACHERS.

MR. PHELPS. SIR:—It being one of my duties to look after the items indicated above, by your permit I hereby report to the teachers.

The Indiana Central, Madison and Peru Roads courteously extend return tickets *free*. (Will the Wayne and Henry Co's., teachers note this ?) The Terre Haute road extends the same, tied up however, by limitations which I fear will render the favor null ; namely, that "thirty teachers or thereabout, come and go in a body."

The other roads, so far as heard from, decline; one road not yet heard from though addressed twice.

Boarding can be obtained at prices ranging from .50 to .75 cents per day,—Little's Hotel charging .75, with free omnibus to and from depot. A member or members of Ex. Com., will be in waiting at Bowen, Stewart & Co's Book Store to accompany or direct teachers to places of boarding.

Teachers, we truly regret that half-fare tickets could not be obtained from the other roads, but we have done what we could and must submit to the decision of said roads. Permit us however, notwithstanding this untoward fact, to urge your attendance. Reason; we have a strong hope, yes some promises that the incoming Legislature will favorably regard the cause of Common Schools, if their claims be unitedly and cogently

presented. Teachers must of necessity be the leaders in the presentation of these claims. The Association is their organ of presentation, hence come, and *speak* and *work* through this organ.

Respectfully, G. W. Hoss,
Chairman, Ex. Committee.

PERSONAL.

The reply to Queries in this No. by Mr. Rugg, shows that the Auditor has too much power over the school money.

The Superintendent should control the department for which he is held accountable at the bar of public opinion. Had the Superintendent exposed the abominable conduct of the Auditor, Mr. Dodd, in abstracting from the school revenue great sums of money and diverting them to the general purposes of the State in utter violation of law, it would have saved Mr. Rugg many votes, and have thrown the Auditor where he deserves to be placed, at the foot of his ticket, and behind every other man in any party.

This reckless and persistent filching of the children's money in defiance of the protests of the regular guardian of it, the Superintendent, in defiance of enactments, old and new, is too abominable to be borne in silence.

We are very glad to know that Mr. Rugg stoutly objected to this high-handed and infamous course of procedure, and is not responsible for the great deficiency in the legitimate school money for 1860. We are satisfied that Mr. Rugg is a true and earnest friend of the free schools of the State. Heretofore, we fear he has been held accountable, too much, for the sins of others. We like to know where the crime lies, and his answer to queries tells us.

The largest majority against any one in the State election, was against Mr. Rugg, under the impression we presume that he was accountable for the deficiencies in the school money. We will remember Mr. Dodd faithfully.

The visit of Miss Dix to the Penal institutions of Michigan, it is said, has had an effect to wake up the public to the slovenly manner of their treatment of criminals and paupers, and a reform is demanded.

The Indiana State Teachers' Association will be held at the Capitol, Dec. 26th, 27th, 28th. See order of exercises.

OUR EUROPEAN CORRESPONDENCE.

Miss Merrill, now sojourning in Germany, contributes to the *School Journal* articles of great interest. Being herself an accomplished and experienced educator, who had enjoyed the highest opportunities of culture before entering the profession, she possesses every facility for forming a correct judgment of the effect of the German system of instruction in developing mind.

Miss Merrill's letters are written in an animated and felicitous style, and afford a rich intellectual treat to the higher order of teachers who love to read an educational *Journal*. They afford instruction and entertainment also to such parents or such students as find delight in the study of the customs of distant nations.

We are naturally interested in reading the thoughts of an American lady, educated among our western institutions, as she surveys the glories and triumphs, not only of present European art and learning, but the monuments of the past also, now gray and dingy with the mystic mantle of ages.

The letters of "an Indianapolis boy in Germany" are written in a style very natural and easy, and discover a closeness of observation, and a genuine love for the works of art, and for the traditions of history and biography, which give promise of a noble future for our young friend Lewis. We fancy his youthful heart must swell with emotion as he stands by the worn and curious mementoes which commemorate the great deeds or the great lives of illustrious men.

These were each created, the young American may say to himself, obedient to the inspirations of some mighty thinker, some great genius, which, in its own peculiar characteristics, towered far above its fellows, and had power to awake the awe, and thrill the hearts, even of those ancient and phlegmatic Germans.

From this he can draw the evidence that each mind has its own particular field for conquest. Had these immortals been forced into any other line of life or activity, the marked unfitness of their mental organizations for such pursuits, would have consigned them to oblivion; and what is far more painful to contemplate, would have closed upon them the field of usefulness, and made forever silent many a spirit whose melody now vibrates throughout christendom with undiminished power and sweetness, though centuries have passed since they went down the sea of time.

What a lesson those monuments teach, that mind should be permitted to pursue congenial avocations, independent of the questions of pecuniary profit or loss.

The German population in this country is estimated at 750,000.

THE LIBRARY TAX—THE GREAT UNABRIDGED.

A bill passed the Senate at its last session to levy a tax for more library books. We hope it will yet pass both Houses, and that each library will be supplied with a copy of an Unabridged Dictionary. We find a general desire prevailing among men in favor of such a movement; its success ultimately, we think secure and positive, and we anticipate its triumph *soon*. The matter will be presented to the next Legislature.

THE MATHEMATICAL MONTHLY.—Teachers and Students of Mathematics, you ought to subscribe to the Mathematical Monthly for the following reasons:

1. Each number contains simple and elementary notes upon subjects which you teach and study.

2. You must have text books, and you wish to use the best ones. The Mathematical Monthly contains carefully prepared notices, especially intended to aid you in making a selection.

3. You need works of reference upon all the subjects of Mathematics which you teach and study, and the Mathematical Monthly notices will save you many times the subscription price by preventing the purchase of useless books.

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6. You will find a large list of mathematical books from which, if you wish, the Editor, Mr. J. D. RUNKLE will aid you in making selections adapted to your wants.

Subscription price \$3.00, or twenty-five cents per number, with large reductions to clubs.

Address Sever and Francis, Publishers, Cambridge, Mass.

INDIANAPOLIS CITY DIRECTORY FOR 1861.—By JAS. SUTHERLAND. Price \$1.50. The enterprise of Mr. Sutherland is being appreciated, and hereafter the annual city directories issued by him will be the standard book, of statistics and reference of the growth and business of the Rail Road City. The directory for 1861 will contain about 400 pages octavo, canvass finished.

"The business mirror," an abbreviation of the above will be circulated throughout the State, term of Courts, express guide, R. R., guide & c.

Sold by Bowen, Stewart & Co.

OUR CONTRIBUTORS AND CORRESPONDENTS.

Miss Catherine Merrill, our correspondent in Germany.

Mr. Lewis Ketcham, who also writes for the JOURNAL occasionally, also in Germany.

S. R. Adams, one of the Associate editors, who prepared the August No., of the JOURNAL.

James Colegrove, one of the Associate editors, who prepared the September No.

B. C. Hobbs, one of the Board of Associate editors, who furnished the October No., with articles.

G. W. Hoss, a member of the Board of Associate editors, who prepared the November No.

Mrs. N. E. Burns, also one of the Associate editors, and who always writes well, but whose articles come too much like "angels' visits." They would be very welcome oftener.

Mr. G. H. Stowits, of Batavia, N. Y., from whose prolific pen we have been favored sometimes, with articles for our Journal. We would like to be blessed oftener with articles from the same source.

The Mathematical editor, Daniel Kirkwood, has kindly sent us several valuable contributions, besides conducting the Mathematical Department of this Journal.

Messrs. A. R. Benton, J. Brown, and Joel Hendricks, have contributed each an article of much value and interest.

Rev. Mr. Wright, of De Kalb, contributed his address on the Philosophy of Education and Progress.

J. M. Allen contributed one article on the Elementary sounds of the English language.

H. H. Young, who has written for the JOURNAL twice.

S. J. Kahler has favored us with communications twice.

Mr. Rugg, the State Superintendent, has furnished us with a reply to queries for which we are much obliged.

The English literary journals are debating vigorously the relative merits of Webster's and Worcester's Dictionaries.

It is supposed that physical education will receive a new impulse from the grand American Gymnastic Tournament, which is to be held in Chicago, January 7th, 1861.

NOTICE TO DELINQUENTS.—We intend to publish in a coming No. the names of delinquent subscribers for Vol. IV of the Indiana School Journal. The money belongs to the State Teachers' Association.

We call attention to the advertisement of J. J. Butler, Cincinnati, O. Every body knows, who has used it, that Butler's ink is far better than any other manufactured in America. Perhaps Arnold's English ink is as good.

Many of our subscribers have yards and gardens which should be ornamented with fruit trees or evergreens. We call their attention to the advertisement of the Raysville Nursery, in the three past numbers.

Crittenden's book keeping is probably one of the best works of the kind published. There are two of them, one for Grammar schools, and one known as the counting house edition. Teachers and self-educators should seek to obtain first class articles when they buy. There is no profit in purchasing experiments which flood the country, such as Churches for example. Buy a standard article or none. See E. C. & J. Biddle's advertisement.

OUTLINE MAPS.—The extraordinary opportunities for purchasing Pelton's famous and magnificent Outline Maps should awaken a common desire to secure a set in every school house. We actually believe that any teacher can secure enough higher salary to pay him for purchasing and using a set wherever he may teach. But by proper effort many districts can be induced to buy these maps and keep them. We shall be glad to assist any teacher in procuring a set, or part of a set at such rates as make the temptation nearly irresistible.

Soden's Elements of the German language. We had the pleasure of studying this inimitable work several winters since, and we fully believe it is not surpassed by any. Whether we are correct or not, in that, we are sure that Applegate & Co., have one of the best supplies of miscellaneous and standard works which can be found in the west. They publish all the great standard English works, and their classical library and translations, literal and interlinear, give about all which can be sought for. For fear you should imagine we have fallen into an error, we ask you to write for a catalogue of books, which will be sent to you free of charge.

Iverson, Phinney & Co., publish the American Educational Series. Send for a descriptive circular, or catalogue. Sent prepaid to any person. See advertisement in past numbers.

The Young Singer. How many have seen it? Music in schools! Who does not know its wonderful effect? Do not neglect to send for a sample copy.

Several of our exchanges have spoken very highly of Schuyler's Higher Arithmetic. The Educator at Pittsburgh says: "we cordially commend it to the profession,"

Sold by Sheldon & Co. See Advertisement of their books.

SEVENTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

To be held in the Capitol at Indianapolis, December 26, 27, 28, 1860.

ORDER OF EXERCISES.

26th, 2 o'clock, P. M.—1. Preliminary business. 2. Reports of members of Committee on County Associations, Institutes, etc. 3. Presentation of professional queries, (written.)

7 o'clock, P. M.—Address by President, E. P. Cole.

Discussion of topics in said address, and miscellaneous business.

27th, 9 o'clock, A. M.—Opening Exercises.

9-15. Paper on school Directors; their duty and efficiency;—James G. May. Discussion of said Paper.

10-15. Discussion of question,—*Should the Legislature at its present Session, levy a two mill tax for School purposes?*

2 o'clock, P. M.—Paper on Vocal Music in Schools, by J. McKee. Discussion of said Paper.

3 o'clock.—Paper on School Government, by B. C. Hobbs.

Discussion of said Paper. Miscellaneous.

7 o'clock.—Address by President Hall, of Miami University, O. Subject, Moral Education. Discussion of topics in said address.

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Discussion of said Paper.

3-15.—Election of Officers and Associate Editors.

Report of Treasurer. Miscellaneous.

7. Closing business.

8. Reunion, Toasts and Responses.

Adjournment.

Arrangements will be made in proper time, relative to boarding and Railroad fare. Papers throughout the State are requested to copy or notice the above; members also, requested to apprise teachers who are not members of the association.

Per EXECUTIVE COMMITTEE,

V. F.
THE
Indiana School Journal:

PUBLISHED ON THE 15th OF EACH MONTH,

BY THE

INDIANA STATE TEACHERS' ASSOCIATION.

O. PHELPS, *Resident Editor, Indianapolis.*

DANIEL KIRKWOOD, *Mathematical Editor, Bloomington.*

ASSOCIATE EDITORS:

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JAS. COLEGROVE, *Newville.*

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A. C. SHORTRIDGE, *Centreville.*

J. G. MAY, *Salem.*

Mrs. N. E. BURNS, *Indianapolis.*

VOL. V.—JAN., 1860.—NO. 1.

All Communications, Business Letters, and Remittances, to be addressed to O. Phelps, Indianapolis. All Mathematical Articles to be addressed to Daniel Kirkwood, Bloomington, Indiana. Terms of the Journal, \$1.00 per year, in advance. Advertising terms, \$6 per page for first insertion, and \$5 per page per month for each additional insertion.

INDIANAPOLIS:

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1859.

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Per EXECUTIVE COMMITTEE,

THE LIFE AND CORRESPONDENCE
—OF—
THOMAS ARNOLD, D.D.,

*Late Head Master of Rugby School, and Regius Professor of
Modern History in the University of Oxford.*

BY ARTHUR PENRITHY STANLEY, M. A.,

Regius Professor of Ecclesiastical History in the University of Oxford.

Third American from the last London Edition.

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"He will strike those who study him more closely as a *complete* character—complete in its union of moral and intellectual gifts, and in the steady growth and development of both."—*London Quarterly Review*.

"His correspondence is the best record of his life and affords the most vivid representation of his character. It presents us with the progressive development of his mind and views till the sun reaches the vigor and the other the comprehensiveness for which at length they became distinguished."—*Knight's Cyclopedia of Biography*.

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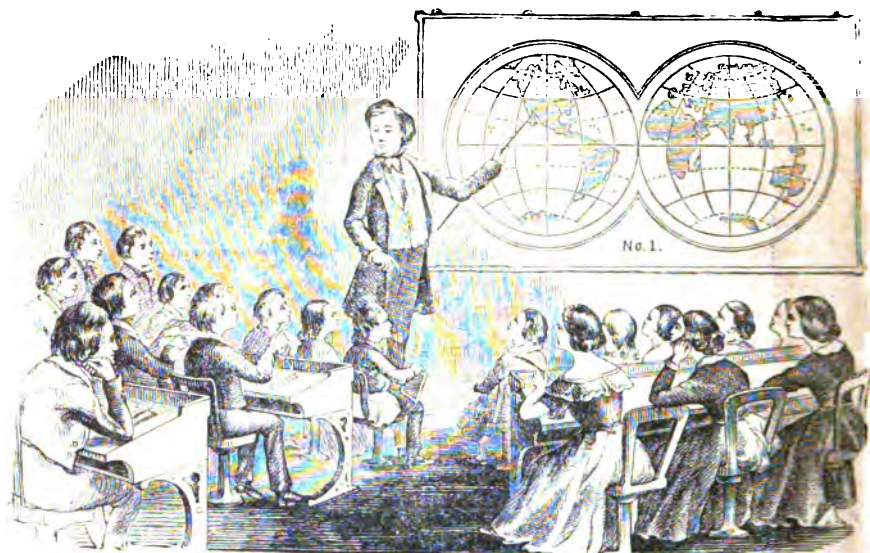
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VOL. I.

CINCINNATI, O., JANUARY, 1860.

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POSTSCRIPT.—Since the above was first issued, the publisher has formed an engagement with Mr. JOHN HANCOCK, Principal of the First Intermediate School of this city, to take Editorial charge of the Educational Department in the JOURNAL OF PROGRESS. Mr. Hancock now occupies the position of President of the Ohio Teacher's Association, and is well known in this State as a talented, energetic, and growing Teacher. He is devoted to his profession, and is wide awake to all the progressive movements in the Educational world, so that he will undoubtedly make a good Editor in this field of Literature. Having been a Teacher in Country, Town, and City, he knows what will interest and profit all classes of Instructors. He will give especial attention to such matters as will develop and improve young Teachers, and those who have not had the advantage of Graded and High Schools, Normal Schools, &c. Our Journal will thus be made acceptable to patrons in any State or Territory, and not the mere local organ of a State Association.

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3. It may sound strange to be told that the best, easiest, and quickest way of learning to read common print is first to learn some other uncommon print, in which but few books are prepared, and which presents a very singular appearance to unaccustomed eyes. You wish your child to read the books and newspapers which you and all other Englishmen use. Quite right. So do we. Allow us, then, to furnish your child with this ability in the best way experience suggests.

4. How did you teach your child to walk? Did you not let it roll, and stretch its limbs and crawl on an even floor, till it raised itself by the help of a chair, and slid round the room? When it first ventured to totter across the floor, did you not take care there should be nothing in the way to trip it up? Did you not stand with a hand on either side to guard its steps? Then, perhaps, it trotted by your side over the road, holding a steady finger, and if it came to a rough place, or a pool, a brushy path or a hill, you carried it fondly and carefully over the difficulty. And so its little muscles acquired strength and skill; and now it can walk, and run, and leap, fearlessly, on either the smooth or the rugged road. But, whatever you did, you certainly did not begin by putting it down on a rutty, stony road, and letting it roll and scramble and hobble on as best it might, striking its bruises and cuts, its dirt and hurt, its tears and sighs, *good for it*, a capital bodily discipline which it ought to go through, and which would make it walk all the better as it grew up, without any fear of sprained ankles, twisted legs, or broken spines; no, you were perfectly aware that its muscles must first be trained under favorable circumstances, before they could cope with difficulties.

5. Now this is the principle of teaching to read by the phonetic method,—only instead of dealing with a growing muscle, we are dealing with a far more delicate and important instrument a growing brain. We know perfectly well, educators, that the first thing which this brain exercises itself upon ought not to be a wearisome, perplexing puzzle, compared to which the rutty, stony road we talked of, is a velvet piled carpet. And yet we have hitherto been obliged to put this puzzle before it, in the shape of our common spelling. If you only remember that each letter in the alphabet may have one or two sounds, and that several letters are half-a-dozen meanings, or more, and that any one of the letters may have no sound at all, you will at once see that confusion such lawlessness must create in a child's mind. Look at a in *any, animal; father, gather; having, hat; star, waste; war, wary.* Look at e in *sort, sorry; go, do; woman, women.* Look at s in *people, George; yeoman, salmon; leopard, dungeon; feed, theology, theologian.* See the same letters continually vary their meaning in now,

know, made, modest; anger, danger; angel, angelic; faint, faintly; science, conscience; hanged, changed; famine, faming; coal, coffin; peas, peasant; lumber, plumber; eat, gnat; creature, creator; own, town; sign, signet, navigator; ink, indiction, over, lower, clover; and so on. You will then be prepared to hear and to believe that the best of readers can merely guess how to pronounce a word they have only seen and never heard; and why it is that the child and the foreigner find it so difficult to become fluent and good readers.

6. Now though this extraordinarily confused spelling must be acquired from the same unavoidable necessity that your child must walk on rough roads—because there is yet no other universal means of communication for thought on the one hand, or for the body on the other—there is no more necessity for beginning with this spelling, than there is for teaching your son to walk by laying him on the rutty, stony road. We have now learned how to prepare artificial ground for his first book exercises. We can teach him to attach sounds to letters, to put letters together into words, actually to read and know the meaning and use of reading, without letting him know anything of the difficulties of our present spelling. Some of the letters used for this purpose are, as you know they must be, different from those of the usual print; but they bear such a fixed and unmistakable relation to them, that when a child has once learned to read from our new alphabet—which is an easy and delightful task, because it is a healthy exercise of his brain—he learns to read in the old way with such little trouble, that he regards it rather as a pleasant riddle-guessing than hard labor. In short, by learning the new reading first, and then going on with the old, he has to spend less than half the time over reading than he is now condemned to do, and is saved all the labor, misery, disgust, and stupefying of the old way, while his style of reading is greatly improved, his pronunciation is rendered more correct and accurate, and his whole mind is brought into a better condition.

7. For the truth of the above assertions, we refer you to the Reports of the Superintendents of the Public Schools of Waltham and West Roxbury, Mass.; Syracuse, N. Y.; Indianapolis, Ind.; Rockford, Ill.; and to the results attached in the Public Schools of Cincinnati, O.; St. Louis, Mo.; and in the Primary Department of Girard College, Philadelphia, and in other schools of less prominence all over the land. From these testimonials you will find that the Phonetic method is no trick, no quackery, no humbug; nay, that it is no longer even an experiment, but a well approved, well tried, and a thoroughly successful plan of teaching to read, fit to be used in all schools, and already used in great many. With these facts before you, you will be glad of an opportunity of having your children taught, or of teaching them yourself, by the improved method.

8. The Phonetic system is so simple, and so clearly explained in the Primer and Readers, that the teacher in the school, or the parent or older children at home, may readily acquire the ability of using them to the great advantage of their pupils. By this method, children may be taught to read at home before they are old enough for school, without tax on the labor or patience of either the teacher or the parent; and the benefit to your children of having the whole schooling-time free from the labor of learning to read by the old method, is greater than any but school-teachers can conceive.—Adapted from an Essay by A. J. Ellis.

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"Now it is very doubtful whether a dictionary be benefited by such words. A dictionary should embody the living language as it is spoken and written by the best writers. Dr. Worcester has many words that considered in this light are useless; for there are multitudes of words even in our best dictionaries that are never used. Worcester abounds with such—'abetude, apeire, apheta, oppareille, arace, attr, atterly, avouterie, aureke, amitious, &c., which only encumber, are no aid to the scholar, and perplex the unlearned.

"Again, Worcester has loaded his dictionary with technical terms, assuredly of little account. Such words as 'acanthace, accentorine, apterigine, buenotine, buteonienal, cacaturinal, campephagine, crotophogine, furnarine, gallinarine, indicatorine, and many others out of place in a general dictionary. If we pass on to the pictorial illustrations of the respective dictionaries, we feel inclined to give our verdict in favor of Webster. A good

cut or diagram will often give a better definition of a term than a page of letter press. In Worcester these illustrations are scattered through the body of the work, and are necessarily quite small, often nothing more than the head of a bird. In Webster they are printed and bound up in a compact body, by themselves, accompanied by full illustrative and explanatory notes, while the body of the work contains appropriate references to them.

The illustrations in Webster number about 1500, while Worcester has less than 1000. Webster has also the advantage in classification: the cuts are larger and better printed, and in naval and civil Architecture, in Mechanics, in Botany, Zoology, etc., you have the whole subject presented to the eye in a series of cuts, which bring the different parts at once before you. We regard this as a very useful feature in both these works; and we think, in this particular, Webster is much before his competitor.

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*From R. H. Smart.*

R. H. SMART, the well-known English Elocutionist and Lexicographer, under date of LONDON, August 7, 1860, writes:—

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*From H. Coleridge, Esq.*

The able Secretary of the London Philological Society, LONDON, Aug. 7 :

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**WORCESTERIAN ORTHOGRAPHY IN THE U. S. SENATE.**

In a recent discussion in the Senate of the bill to carry into effect the treaties between the United States and Siam, China, Japan, Persia, and other countries, the following orthographical amendments were made, as reported in the Washington Globe:

Mr. Bayard—There are some amendments, which are merely formal, that I desire to make, at a Suggestion of the Department. In line six, section 21, I move to strike out the words "of the Sublime Porte," and insert the word "Ottoman" between the words "the" and "dominions." It is a different mode of description: It is considered better and more effective.

The Presiding Officer—If there be no objection, that modification will be made.

Mr. Bayard—I have another amendment; wherever the word "offense" is spelt with an "s" instead of a "c," to strike out the "s" and insert the "c," because it is an offence against the English language to spell it in that way. [Laughter.]

The Presiding Officer—That modification will be made.

Mr. Bayard—I move also, in the fourteenth line of the twenty-eighth section, to strike out the second "e" in the word "employee."

The Presiding Officer—It will be so modified.

Mr. Bayard—I have one other formal amendment which is essential. It is, in the ninth line of the first section, to insert the word "invested" instead of "vested."

The Presiding Officer—That change will be made.

The bill was reported to the Senate as amended, and the amendments were concurred in, and the bill ordered to be engrossed and read a third time. It was read a third time and passed.

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**"SIGNIFICANT FACTS."**

The Publishers of Webster's Dictionaries have recently published, under the head of "significant Facts," several certificates from certain booksellers in relation to the relative sales of Worcester's and Webster's Dictionaries. This step has undoubtedly been taken to produce the impression upon the public mind that Worcester's Dictionary does not sell, and that Webster's does. It is therefore proper to state that none of the firms named have any "pecuniary interest" in the sale of Worcester's Dictionaries. They are not our agents, and most of them have not purchased directly from us a copy of the book. In fact, we shall presently show that they have, most of them, an interest in preventing the sale of it. We are therefore happy to learn that they have sold as many copies of Worcester as they have certified to.

We may here also state, the Library edition of Worcester 4to. was issued January 8d, 1880. The edition for the trade appeared on the 25th of the same month. In the short period which has elapsed we have issued twenty-three thousand copies of the work. The demand for them, the publishers of Webster to the contrary notwithstanding, so far from decreasing, we have substantial reasons to know, is on the increase.



We feel that the literary public are heartily tired of the "War of the Dictionaries," and we confess that we are; but there is a large class of people engaged in the various avocations of life who have something else to do than to study Lexicography. They know little of the etymologies of words, and care less. Still they want a good English Dictionary. They want it for their own use, and for the use of their children. It is this class of purchasers that the publishers of Webster's Dictionaries hope to influence by their advertisements, their misrepresentations and mis-statements. "Get the best!" "Get the cheapest!" "Get the Great American Dictionary!" "Get Webster!" are as familiar to the eye of every reader of a newspaper, as are the advertisements of "Day & Martin's Blacking," the "Balm of a thousand flowers" or the veriest nostrum that has recently been invented. To prevent this imposition, and to defend our own property from their unprincipled attacks, must be our apology for so often appearing before the public.

To show the value of the certificates of some of these booksellers, we submit the following correspondence, which took place soon after the introduction of Worcester's Dictionaries into the public schools of Philadelphia. It will be necessary to state that Messrs. Mason Bros. of New York, are publishers of some of Webster's School Dictionaries, under a lease from the Messrs. Merriam. Presuming that "one of the firm," of Messrs H. Cowperthwait & Co., the publishers of Warren's Geographies, was not co-operating with them in making a "National Standard," they addressed the following letter:

"MESSRS. COWPERTHWAIT & CO., PHILA.

Gentlemen—If you are interested in Worcester's Dictionaries, or are using your influence for them, we and the other publishers of Webster would be glad to know it. We have often heard that such was the case, but have paid no attention to it. The matter now comes to us in such a shape, however, that one of your firm appears to be acting as an agent for the Worcester publishers.

We, of course, do not question your right to work for these books or any others, but would like a clear understanding in the matter, as we are disposed to reciprocate favors in these book matters. Please to show your flag.

Very truly yours,

MASON BROS.

P. S. Among the publishers now having important pecuniary interest in the success of Webster are W. B. Smith & Co., Cin.; Sanborn & Carter, Boston; Ivison & Phinney, New York; A. S. Barnes & Co., New York; Appletons, New York; G. & C. Merriam, Springfield, Morton & Griswold, Louisville; Phillips, Sampson & Co., Boston.

If you have joined hands with the Worcester interest we should like to have these parties know it, as their agents are able incidentally to do something in geography matters without much trouble."

To which the following manly and dignified reply was made:

"MESSRS. MASON BROS.:

Gents.—We should have great pleasure in defining our position with reference to Worcester's Dictionaries were it not for the implied threat which accompanies your letter. As it is, a decent self-respect prevents our replying to it.

We do not believe you are authorized to ask for the men whose names you use. We expect our competitors in business will do what they can honorably to secure the introduction and sale of the books they publish; but we do not believe those of them who do not publish geographical works will instruct their agents adversely to our geographies, as you intimate will be the case, whatever may be our course with reference to "joining hands with the Worcester interest."

Yours truly,

H. COWPERTHWAIT & CO."

A short time previous to this correspondence the School Committee of Boston had voted with great unanimity to introduce "Warren's Geographies" to be used exclusively in all their schools, to take the place of "Mitchell's Geographies."

In accordance with the threat contained in the letter, an unsuccessful attempt was made by the agent of Webster's Dictionaries to displace Warren's Geographies (published by Messrs. H. Cowperthwait & Co.) in the Boston schools. A vigorous attack was made upon the book through the columns of the press, and the subject was discussed at several successive meetings of the School Committee of the city, when the foregoing correspondence was brought forward, and the conspirators were thus exposed to the ridicule of the community.

We ought in justice to state, from the highest authority, that, with the exception of Messrs. W. B. Smith & Co. and the Messrs. Merriam, the very respectable firms alluded to had no complicity in the matter, and that Messrs. Mason & Bros. were not authorized to use their names in the correspondence.

These "significant facts" show the value of the certificates alluded to. They show conclusively that these parties not only had an "important pecuniary interest" in the success of Webster, but that the publishers of Webster attempted to coerce others into an opposition to Worcester. But, happily for the world of letters, they did not succeed. Worcester's Royal Quarto Dictionary is not only a "significant fact," but its success is a "fixed fact."

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### DISUNION MOVEMENT

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II.—AGRICULTURE.—We have been compelled to restrict our elucidations of this great interest throughout 1860, and shall endeavor to atone therefor in 1861. Whatever discovery, deduction, demonstration, is calculated to render the reward of labor devoted to cultivation more ample or more certain, shall receive prompt and full attention,

III.—MANUFACTURES, &c.—We hail every invention or enterprise in Manufacturing or Mechanical Industry as a real contribution to the public Weal, insuring ampler, steadier, more remunerating markets to the Farmer, with fuller employment and better wages to the Laborer. The Progress of Manufactures in our country, and the world, shall be watched and reported by us with an earnest and active sympathy.

IV.—FOREIGN AFFAIRS.—We employ the best correspondents in London, Paris, Turin, Berlin, and other European capitals, to transmit us early and accurate advices of the great changes there silently but certainly preparing. Our news from the Old World is now varied and ample; but we shall render it more perfect during the eventful year just before us.

V.—HOME NEWS.—We employ regular paid correspondents in California, at the Isthmus of Darien, in the Rocky Mountain Gold Region, and wherever else they seem requisite. From the more accessible portions of our own country, we derive our information mainly from the multifarious correspondents of the Associated Press, from our exchanges, and the occasional letters of intelligent friends. We aim to print the cheapest general newspaper, with the fullest and most authentic summary of useful intelligence, that is anywhere afforded. Hoping to "make each day a critic on the last," and print a better paper from year to year, as our means are steadily enlarged through the generous cooperation of our many well-wishers, we solicit and shall labor to deserve a continuance of public favor.

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WORCESTERIAN ORTHOGRAPHY IN THE U. S. SENATE.

In a recent discussion in the Senate of the bill to carry into effect the treaties between the United States and Siam, China, Japan, Persia, and other countries, the following orthographical amendments were made, as reported in the Washington Globe:

Mr. Bayard—There are some amendments, which are merely formal, that I desire to make, at a Suggestion of the Department. In line six, section 21, I move to strike out the words "of the Sublime Porte," and insert the word "Ottoman" between the words "the" and "dominions." It is a different mode of description: It is considered better and more effective.

The Presiding Officer—If there be no objection, that modification will be made.

Mr. Bayard—I have another amendment; wherever the word "offense" is spelt with an "s" instead of a "c," to strike out the "s" and insert the "c," because it is an offence against the English language to spell it in that way. [Laughter.]

The Presiding Officer—That modification will be made.

Mr. Bayard—I move also, in the fourteenth line of the twenty-eighth section, to strike out the second "e" in the word "employee."

The Presiding Officer—It will be so modified.

Mr. Bayard—I have one other formal amendment which is essential. It is in the ninth line of the first section, to insert the word "invested" instead of "vested."

The Presiding Officer—That change will be made.

The bill was reported to the Senate as amended, and the amendments were concurred in, and the bill ordered to be engrossed and read a third time. It was read a third time and passed.

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"SIGNIFICANT FACTS."

The Publishers of Webster's Dictionaries have recently published, under the head of "significant Facts," several certificates from certain booksellers in relation to the relative sales of Worcester's and Webster's Dictionaries. This step has undoubtedly been taken to produce the impression upon the public mind that Worcester's Dictionary does not sell, and that Webster's does. It is therefore proper to state that none of the firms named have any "pecuniary interest" in the sale of Worcester's Dictionaries. They are not our agents, and most of them have not purchased directly from us a copy of the book. In fact, we shall presently show that they have, most of them, an interest in preventing the sale of it. We are therefore happy to learn that they have sold as many copies of Worcester as they have certified to.

We may here also state, the Library edition of Worcester 4to. was issued January 8d, 1860. The edition for the trade appeared on the 25th of the same month. In the short period which has elapsed we have issued twenty-three thousand copies of the work. The demand for them, the publishers of Webster to the contrary notwithstanding, so far from decreasing, we have substantial reasons to know, is on the increase.

We feel that the literary public are heartily tired of the "War of the Dictionaries," and we confess that we are; but there is a large class of people engaged in the various avocations of life who have something else to do than to study Lexicography. They know little of the etymologies of words, and care less. Still they want a good English Dictionary. They want it for their own use, and for the use of their children. It is this class of purchasers that the publishers of Webster's Dictionaries hope to influence by their advertisements, their misrepresentations and mis-statements. "Get the best!" "Get the cheapest!" "Get the Great American Dictionary!" "Get Webster!" are as familiar to the eye of every reader of a newspaper, as are the advertisements of "Day & Martin's Blacking," the "Balm of a thousand flowers" or the veriest nostrum that has recently been invented. To prevent this imposition, and to defend our own property from their unprincipled attacks, must be our apology for so often appearing before the public.

To show the value of the certificates of some of these booksellers, we submit the following correspondence, which took place soon after the introduction of Worcester's Dictionaries into the public schools of Philadelphia. It will be necessary to state that Messrs. Mason Bros. of New York, are publishers of some of Webster's School Dictionaries, under a lease from the Messrs. Merriam. Presuming that "one of the firm," of Messrs H. Cowperthwait & Co., the publishers of Warren's Geographies, was not co-operating with them in making a "National Standard," they addressed the following letter:

"MESSRS. COWPERTHWAIT & CO., PHILA.

Gentlemen—If you are interested in Worcester's Dictionaries, or are using your influence for them, we and the other publishers of Webster would be glad to know it. We have often heard that such was the case, but have paid no attention to it. The matter now comes to us in such a shape, however, that one of your firm appears to be acting as an agent for the Worcester publishers.

We, of course, do not question your right to work for these books or any others, but would like a clear understanding in the matter, as we are disposed to reciprocate favors in these book matters. Please to show your flag.

Very truly yours, MASON BROS.

P. S. Among the publishers now having important pecuniary interest in the success of Webster are W. B. Smith & Co., Cin.; Sanborn & Carter, Boston; Ivison & Phinney, New York; A. S. Barnes & Co., New York; Appletons, New York; G. & C. Merriam, Springfield, Morton & Griswold, Louisville; Phillips, Sampson & Co., Boston.

If you have joined hands with the Worcester interest we should like to have these parties know it, as their agents are able incidentally to do something in geography matters without much trouble."

To which the following manly and dignified reply was made:

"MESSRS. MASON BROS.:

Gents.--We should have great pleasure in defining our position with reference to Worcester's Dictionaries were it not for the implied threat which accompanies your letter. As it is, a decent self-respect prevents our replying to it.

We do not believe you are authorized to ask for the men whose names you use. We expect our competitors in business will do what they can honorably to secure the introduction and sale of the books they publish; but we do not believe those of them who do not publish geographical works will instruct their agents adversely to our geographies, as you intimate will be the case, whatever may be our course with reference to "joining hands with the Worcester interest."

Yours truly, H. COWPERTHWAIT & CO."

A short time previous to this correspondence the School Committee of Boston had voted with great unanimity to introduce "Warren's Geographies," to be used exclusively in all their schools, to take the place of "Mitchell's Geographies."

In accordance with the threat contained in the letter, an unsuccessful attempt was made by the agent of Webster's Dictionaries to displace Warren's Geographies (published by Messrs. H. Cowperthwait & Co.) in the Boston schools. A vigorous attack was made upon the book through the columns of the press, and the subject was discussed at several successive meetings of the School Committee of the city, when the foregoing correspondence was brought forward, and the conspirators were thus exposed to the ridicule of the community.

We ought in justice to state, from the highest authority, that, with the exception of Messrs. W. B. Smith & Co. and the Messrs. Merriam, the very re-

spectable firms alluded to had no complicity in the matter, and that Messrs. Mason & Bros. were not authorized to use their names in the correspondence.

These "significant facts" show the value of the certificates alluded to. They show conclusively that these parties not only had an "important pecuniary interest" in the success of Webster, but that the publishers of Webster attempted to coerce others into an opposition to Worcester. But, happily for the world of letters, they did not succeed. Worcester's Royal Quarto Dictionary is not only a "significant fact," but its success is a "fixed fact."

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